

THE WELSH ELEMENTARY SCHOOL SERIES.

ELEMENTARY WELSH
FOR SCHOOLS & PRIVATE STUDENTS

STAGE II.

THIRD EDITION

PRICE NINEPENCE.

PUBLISHED FOR

The Society for Utilizing the Welsh Language

By D. DUNCAN & SONS, CARDIFF.

LONDON SIMPKIN, MARSHALL & CO.

1887

To School Boards and other Educational Authorities in Wales.

—o—

[WHAT CAN BE DONE?]

Under the Code of Regulations of the Education Department now in force Welsh School Authorities enjoy much more extensive powers than have ever before been granted them to institute in their schools a distinctively national system of education. Briefly put these powers enable them :—

1. To teach Welsh Grammar as a Specific Subject in Standards V., VI., VII.

2. Instead of the present system of English parsing and analysis, to introduce a graduated scheme of translations from Welsh to English *in every class in the school.*

3. *In every Standard and for every subject* Bilingual Reading Books may be used, teaching Welsh reading and English reading side by side. Welsh headlines for the writing copy-books, and Welsh songs to Welsh words may be systematically used.

4. The History of Wales may be systematically taught throughout the whole school ; and the Geography of Wales specialized throughout the course.

5. Schools taking Welsh as a class subject (see No. 2 above) may also take translation instead of English composition in the higher Standards, thus practically teaching English and Welsh composition together in the easiest and most rational manner.

6. Small country schools may be divided into three classes instead of seven Standards, *e.g.*, First-class—Standards I., II. ; Second-class—Standard III. ; Third-class—Standards IV., V., VI., VII. ; thus economizing the teaching staff.

Under the Welsh Intermediate Education Act similar privileges are granted, for details of which see page 5 of the Society's Annual Report for 1891.

Blair. 478.

The Welsh Elementary School Series.

WELSH

AS A SPECIFIC SUBJECT

FOR

ELEMENTARY SCHOOLS.

STAGE II.

*Compiled by a Committee of Elementary School
Teachers.*

SIXTH EDITION.

PUBLISHED FOR

The Society for Utilizing the Welsh Language,

BY D. DUNCAN AND SONS, CARLIFF.

LONDON: SIMPKIN, MARSHALL, AND CO.

1891.

[COPYRIGHT].

Price 6d.; Cloth, 9d.

175-194



PART I.

THE VERB (BERF).

A VERB (Berf) is a word which shows being or doing, as :—

*Aur sydd drwm,
Mae dynion yn gweithio,
Lladdodd Dafydd y llew,
Lladdwyd y milwr,*

*Gold is heavy.
Men work.
David killed the lion.
The soldier was killed.*

There are two kinds of Verbs :—

Transitive Verbs (Berfau Trosiadol).

Intransitive Verbs (Berfau Annhrosiadol).

1. A **Transitive Verb** (Berf Drosiadol) expresses an action, and requires an object expressed or understood, as :—

Dysgaf y plentyn, I teach the child.

2. An **Intransitive Verb** (Berf Anhrosiadol) expresses being, or an action which does not require an object, as :—

*Gwyn yw eira,
Syrth y blodenyn,*

*Snow is white.
The flower falls.*

CHANGES OF VERBS.

Verbs undergo certain changes with regard to **Voice** (Ffurf), **Mood** (Modd), **Tense** (Amser), **Number** (Rhif), **Person** (Person). These changes are either (a) **Inflexional**, that is, formed by a change in the **Verb** itself, as :—

Dysgaf,	I learn.
Dysgais,	I learned.
Dysgwch,	You learn.

(b) **Periphrastic**, that is formed by the help of other words, as :—

Yr wyf yn dysgu,	I learn, or I <i>am</i> learning.
Yr wyf wedi dysgu,	I <i>have</i> learnt.
Yr ydych yn dysgu,	You learn, or <i>you are</i> learning.

VOICE (Ffurf).

Voice (Ffurf) is that change of the Verb which shows whether the **doer** or the **sufferer** of the action is the **subject** of the sentence.

1. **Active Voice.** When the subject is the **doer** of the action, the Verb is said to be in the **Active Voice** (Ffurf Weithredol).

2. **Passive Voice.** When the subject is the **sufferer** of the action, the Verb is said to be in the **Passive Voice** (Ffurf Oddefol).

EXAMPLES.

Ffurf Weithredol (Active Voice) :—

1. *Dysgaf y plentyn*, or *Yr wyf yn dysgu y plentyn*,
I teach the child, or I am teaching the child.
2. *Dysgaf y wers*, I learn the lesson.
3. *Dafydd a laddodd Goliath*, David killed Goliath.

Ffurf Oddefol (Passive Voice) :—

1. *Dysgir fi*, or *Yr wyf yn cael fy nysgu* (I am taught, or I am being taught).
2. *Dysgir y wers genyf*, The lesson is learnt by me.
3. *Lladdwyd Goliath gan Dafydd*, Goliath was killed by David.

IMPERSONAL VERBS (Berfau Anmher-
sonol).

Rule 31.—Transitive and Intransitive Verbs are often used in Welsh **without the Subject or Nominative Case**, by adding passive terminations to their roots. When they are so used they are called **Impersonal Verbs**.

EXAMPLES.

Personal	{	<i>Caraf</i> (I love, or I will love)
(Personol)		<i>Rhedaf</i> (I run, or I will run)
		<i>Clywaf</i> (I hear, or I will hear)

Impersonal	{	<i>Cerir fi</i> (I am loved)
(Anmher-sonol)		<i>Rhedir</i> (It is run)
		<i>Clywir</i> (It is heard)

MOOD (Modd).

By **Mood** (Modd) we distinguish between the different **modes** or **manners** in which the action expressed by the Verb may be considered.

In Welsh there are **Four Moods**.

1. The **Infinitive Mood** (Modd Anherfynol) is used to express the idea of being or doing in a general and unlimited sense, as :—

Bod (To be).

Dysgu (To learn).

NOTE.—In the formation of sentences, **i** is sometimes placed before the Verb, which then changes its Initial Consonant to the First Remove. (See Introductory Chapter on the Mutation of Initial Consonants, Stage I.) Thus :—

Hwn sydd i fod yna (This is to be there).

Yr ysgol yw y lle i ddysgu (School is the place to learn).

2. The **Indicative Mood** (Modd Mynegol) is used simply to state something, as :—

Dysgaf, Yr wyf yn dysgu (I learn, I am learning).

NOTE.—The Verb To Be (*Bod*) is frequently joined with the Participial form with *yn*, to form the Present Tense, and with *wedi* to form the Past Tense, of the Indicative Mood. **Yr wyf, yr wyt, mae, yr ydym, yr ydych, maent**, as :—

Yr ydym yn dysgu (We are learning).

Yr ydym wedi dysgu (We have learnt).

Maent yn dysgu (They are learning).

Maent wedi dysgu (They have learnt).

3. **The Imperative Mood** (Modd Gorchymynol) is used to express a command, or to give some direction, as :—

Dysgwch *eich gwersi* (Learn your lessons).
Tyred *yma* (Come here).

4. **The Subjunctive Mood** (Modd Amodol) is used to express a doubt or condition, as :—

Pe *dysgech* (If you learnt).

NOTE.—The forms **pe, ped, pes**, all meaning *if*, are prefixed to the Verb in the Subjunctive Mood.

NOTE.—The Verbs **gallu** and **medru**, both meaning *can*, are used as Auxiliaries, but the **Person and Number** are included in the Auxiliary, as :—

<i>Gall-af,</i>	<i>Medr-af,</i>	I can.
<i>Gall-i,</i>	<i>Medr-i,</i>	Thou canst.
<i>Gall-,</i>	<i>Medr-a,</i>	He, she, or it can
<i>Gall-wn,</i>	<i>Medr-wn,</i>	We can.
<i>Gall-wch,</i>	<i>Medr-wch,</i>	You can.
<i>Gall-ant,</i>	<i>Medr-ant,</i>	They can.

The Radical Consonant of the Verb is always changed to the First Remove after these.*

PARTICIPLES (Rhangymeriadau).

Rule 32. The Participles are expressed in Welsh by prefixing a word to the Infinitive Mood.

* See the Introductory Chapter on the Mutation of Initial Consonants in Stage I.

Rule 32a. The Present Participle (Rhangymeriad Presenol) is formed by placing **yn, gan, or dan** before the Infinitive, as :—

Yn *dysgu*, **gan** *ddysgu*, **dan** *ddysgu*, learn-ing.

NOTE.—**Yn** is followed by the **Radical** initial consonant, **gan** and **dan** by the **First Remove**.*

Rule 32b. The Past Participle (Rhangymeriad Gorphenol) is formed by placing **gwedi** or **wedi** before the Infinitive, as :—

Gwedi *dysgu*, **wedi** *dysgu*, learn-ed.

NOTE.—The Affix **edig** is often added to the root of the Verb, and thus forms a Participial Adjective, as :—

DYN *dysg-edig*, a learned MAN.
Cyhoedd-**edig** gan y Gymdeithas.
Publish-ed by the Society.

Rule 32c. The Passive Participle (Rhangymeriad Goddefol) is formed by placing the **Possessive Pronoun** between the **Prefix** and the **Infinitive Mood**, as :—

Past : **Minau**, **wedi fy nysgu**, a ddeallais.
I, having been taught, understood.

Sometimes **cael** (have) is placed with the **Pronoun**, as :—

Present : **Yn cael ei ddysgu**, (He, she, or it) being taught.
Past : **Wedi cael eu dysgu**, (They) having been taught.

* See the Introductory Chapter on the Mutation of Initial Consonants in Stage I.

TENSE (Amser).

By **Tense** (Amser) we mean the **time** at which an Action is performed.

NOTE.—There are three chief divisions of Tenses, namely, **Present** (Presenol), **Past**-(Gorphenol), and **Future** (Dyfodol). But of these, the **Past** has **three forms**, and the **Future** has **two forms**. This will be better understood by the following definitions.

In Welsh there are **Six Tenses**.

1.—The **Present Tense** (Amser Presenol) is used to express what **is being done** at the present time, as :—

Dysgaf, or *Yr wyf yn dysgu* (I learn, or I am learning).

Rule 33.—There are three forms of the **Past Tense**.

2.—The **Imperfect Tense** (Amser Anorphenol) is used to express what **was being done** at some past time, as :—

Dysgwn, or *Yr oeddwn yn dysgu* (I was learning).

3.—The **Perfect Tense** (Amser Gorphenol) is used to express an action **finished or completed**, as :—

Dysgais fy ngwersi (I learnt my lessons).

Yr wyf wedi dysgu fy ngwersi (I have learnt my lessons)

4.—**The Pluperfect Tense** (*Amser Tragorphenol*) is used to express an action which **had been finished** at some past time, as :—

Dysgaswn fy ngwersi, or *Yr oeddwn wedi dysgu fy ngwersi*
(I had learnt my lessons).

Rule 33a.—There are two forms of the **Future Tense**.

5. **The Future Tense** (*Amser Dyfodol*) is used to express an action **to be done** at some future time, as :—

Dysgaf fy ngwersi (yfory)
(I shall or will learn my lessons (to-morrow)).

NOTE.—In Welsh the Present and the Future are the same.

6. **The Future Perfect Tense** (*Amser Ail-ddyfodol*) is used to express an action **finished or completed** at some future time, as :—

Dysgwyf fy ngwersi (yfory), or *Byddaf wedi dysgu fy ngwersi (yfory)*,
(I shall have learnt my lessons (to-morrow)).

NUMBER AND PERSON.

Rule 34.—The Number and Person of Verbs in Welsh are, in the simple form, shown in the ending of the Verb itself, as :—

<i>Singular.</i>	<i>Plural.</i>
1st Pers. <i>Dysg-af</i> , I learn	1st Pers. <i>Dysg-wn</i> , we learn
2nd Pers. <i>Dysg-i</i> , thou learn- est	2nd Pers. <i>Dysg-wch</i> , you learn
3rd Pers. <i>Dysg</i> , or <i>dysga</i> , he, she, or it learns	3rd Pers. <i>Dysg-ant</i> , they learn

CONJUGATION (TREIGLIAD).

The **Conjugation** of a Verb is its proper arrangement in all its **Voices, Moods, Tenses, Numbers, and Persons.**

Rule 35.—In Welsh there are two forms of Conjugations : viz.:—

- (1.) The **Simple** or **Inflexional**, formed by means of changes in the Verb itself.
- (2.) The **Compound** or **Periphrastic**. Periphrastic means “round about,” and this Conjugation is formed by the help of the Verbs “*Bod*” and “*Cael*.”

All Verbs are either Regular or Irregular.

Rule 36.—**Regular Verbs** are conjugated like “*Dysgu*” (to learn).

NOTE.—The following table shows the endings of all Numbers, Persons, and Tenses, of the Regular Verbs, in the Active and Passive Voice. These endings are added to the **root** part of the Verb, as in the Verb *dysgu*, to learn, we have *dysgaf*, *dysgwn*, *dysgais*, &c.

	ACTIVE.						PASSIVE. Sing. & Plural 1st, 2nd, and 3rd Pers.
	Singular.			Plural.			
	1st	2nd	3rd.	1st	2nd	3rd.	
Present	<i>af</i> ,	<i>i</i> ,	<i>-a</i> .	<i>wn</i> ,	<i>wch</i> ,	<i>ant</i> .	<i>ir</i> .
Imperfect	<i>wn</i> ,	<i>it</i> ,	<i>ai</i> .	<i>em</i> ,	<i>ech</i> ,	<i>ent</i> .	<i>id</i> .
Perfect	<i>ais</i> ,	<i>aist</i> ,	<i>odd</i> .	<i>asom</i> ,	<i>asoch</i> ,	<i>asant</i> .	<i>wyd</i> or <i>ed</i> .
Pluperfect	<i>astwn</i> ,	<i>asit</i> ,	<i>asai</i> .	<i>asem</i> ,	<i>asech</i> ,	<i>asent</i> .	<i>asid</i> .
Future	<i>af</i> ,	<i>i</i> ,	<i>a</i> .	<i>wn</i> ,	<i>wch</i> ,	<i>ant</i> .	<i>ir</i> .
Future Perfect	<i>wyf</i> ,	<i>ech</i> ,	<i>o</i> .	<i>om</i> ,	<i>och</i> ,	<i>ont</i> .	<i>ir</i> .

* Sometimes *a* is added to the root in this Tense and Number, but the better form is to use the root only.

Rule 37.—Irregular Verbs are conjugated variously. The principal Irregular Verbs are **myned** (to go), **dyfod** (to come), **gwneud** (to make), **bod** (to be), **gwybod** (to know), and **cael** (to have).

FIRST CONJUGATION OF THE REGULAR VERB *DYSGU*, TO LEARN, TO TEACH.

Simple or Inflexional Form (Treigliad Syml).

ACTIVE VOICE (FFURF WEITHREDOL).

INFINITIVE MOOD (MODD ANNHERFYNOL).

Dysgu, To learn, to teach.

INDICATIVE MOOD (MODD MYNEGOL).

PRESENT TENSE.

AMSER PRESENOL.

Unigol (Singular).

Lluosog (Plural).

1 <i>Dysgaf</i> (fi),	I learn	1 <i>Dysgwn</i> (ni),	we learn
2 <i>Dysgi</i> (di),	thou learnest	2 <i>Dysgwch</i> (chwi),	you learn
3 <i>Dysg, dysga</i>	} he, &c., learns	3 <i>Dysgant</i> (hwy),	they learn
(efe), &c.			

IMPERFECT TENSE.

AMSER ANORPHENOL.

1 <i>Dysgwn</i> ,	I was learning	1 <i>Dysgem</i> ,	we were learning
2 <i>Dysgit</i> ,	thou wast learning	2 <i>Dysgech</i> ,	you were learning
3 <i>Dysgai</i> ,	he, &c., was learning	3 <i>Dysgent</i> ,	they were learning

PERFECT TENSE.

AMSER GORPHENOL.

1 <i>Dysgais</i> ,	I learnt	1 <i>Dysgasom</i> ,	we learnt
2 <i>Dysgaist</i> ,	thou learntst	2 <i>Dysgasoch</i> ,	you learnt
3 <i>Dysgodd</i> ,	he, &c., learnt	3 <i>Dysasant</i> ,	they learnt

PLUPERFECT TENSE.

- 1 *Dysgaswn*, I had learnt
 2 *Dysgasit*, thou hadst learnt
 3 *Dysgasai*, he, &c. had learnt

AMSER TRAGORPHENOL.

- 1 *Dysgasem*, we had learnt
 2 *Dysgasech*, you had learnt
 3 *Dysgasent*, they had learnt

FUTURE TENSE.*

- 1 *Dysgaf*, I shall learn
 2 *Dysgi*, thou wilt learn
 3 *Dysg*, { he, &c., will learn
 dysga, }

AMSER DYFODOL.

- 1 *Dysgwn*, we shall learn
 2 *Dysgwch*, you will learn
 3 *Dysgant*, they will learn

FUTURE PERFECT TENSE.

- 1 *Dysgwyf*, I shall have learnt
 2 *Dysgech*, thou wilt have learnt
 3 *Dysgo*, he, &c. will have learnt

AMSER AIL-DDYFODOL.

- 1 *Dysgom*, we shall have learnt
 2 *Dysgoch*, you will have learnt
 3 *Dysgont*, they will have learnt

NOTE.—The root of the Verb “*Dysgu*” is “*Dysg*,” and in the Inflexional Conjugation the terminations given in the Table on page 121 are added to it to form the various Tenses, Numbers, and Persons. So with all Regular Verbs.

IMPERATIVE MOOD (MODD GORCHYMNOL).

Unigol (Singular).

- 1
 2 *Dysg* or *Dysga*, learn thou
 3 *Dysged* (ef, hi), learn he, she

Lluosog (Plural).

- 1 *Dysgwn*, learn we
 2 *Dysgwch*, learn you
 3 *Dysgent*, learn they

SUBJUNCTIVE MOOD (MODD AMODOL).

PRESENT TENSE.

- 1 *Dysgwyf* or *dysgof*, I learn
 2 *Dysgych-ech-ot*, thou learn
 3 *Dysgo*, he, &c., learn

AMSER PRESENOL.

- 1 *Dysgom*, we learn
 2 *Dysgoch*, you learn
 3 *Dysgont*, they learn

This form is used with **fel** to express purpose, or to signify a wish, as:—

Af, **fel** y gwelwyf ef, I will go that I may see him.

* The learner will note that the forms of the Verb in Welsh are the same in the Present and the Future Tenses.

IMPERFECT TENSE.

- 1 PE *dysgw*n, IF I learnt
 2 PE *dysg*it, IF thou learnt
 3 PE *dysg*ai, IF he, &c., learnt

AMSER ANORPHENOL.

- 1 PE *dysg*em, IF we learnt
 2 PE *dysg*ech, IF you learnt
 3 PE *dysg*ent, IF they learnt

PLUPERFECT TENSE.

- 1 PE *dysg*aswn, IF I had learnt
 2 PE *dysg*asit, IF thou hadst
 learnt
 3 PE *dysg*asai, IF he, &c., had
 learnt

AMSER TRAGORPHENOL.

- 1 PE *dysg*asem, IF we had
 learnt
 2 PE *dysg*asech, IF you had
 learnt
 3 PE *dysg*asent, IF they had
 learnt

EXERCISE XLII.

<i>ia</i> m ^{ol}	praise	<i>ni</i>	we, us
<i>Cymraeg</i> , f.	Welsh (language)	<i>oll</i>	all
<i>Cymry</i> , m.	Welsh (people)	<i>parw</i>	everybody
<i>cyn</i>	before	<i>peth</i> , m.	thing
<i>da</i>	good	<i>prynu</i>	buy
<i>yn dda</i>	well	<i>Saes</i> on, m.	English (people)
<i>dwy</i> , f., <i>dau</i> , m.	two, both	<i>Saes</i> oneg, f.	English (lan- guage)
<i>eich</i>	your	<i>Sul</i> , m.	Sunday
<i>fel</i>	so, or so that	<i>ysgol</i> , f.	school
<i>gofal</i> , m.	care		
<i>goreu</i>	best	eight	<i>wyth</i>
<i>gw</i> ers, f.	lesson	grammar	<i>gramadeg</i> , m.
<i>hir</i>	long	old	<i>oed</i> when age is stated
<i>hon</i> , f. <i>hwn</i> , m.	this	poetry	<i>barddoniaeth</i> , f.
<i>i</i>	to	read	<i>darllen</i>
<i>iaith</i> , f.	language	sing	<i>canu</i>
<i>Ioan</i> , m.	John	that	<i>hono</i> , f., <i>hwnw</i> , m.
<i>llwyddo</i>	succeed	what	<i>yr hyn</i>
<i>llyfr</i> , m.	book	year	<i>blynedd</i> , <i>blwydd</i> , f.
<i>mi</i>	I, me		

(a) Translate into English :—

1 Dysgasoch eich gwersi yn dda. 2 Dysgwn y pethau goreu. 3 Dysgodd Ioan Gymraeg yn yr ysgol Sul. 4 Dysgaf iaith y Cymry cyn bo hir. 5 Pe dysgem, ni a 'wyddem. 6 Dysgwch Gymraeg a Saesoneg. 7 Prynwch lyfr i mi, fel y dysgwyf iaith y Saeson. 8 Gofalwch ddysgu y ddwy iaith. 9 Dysged pawb. 10 Dysg. 11 Os dysgwn yn dda canmolir ni. 12 Gallwn oll ddysgu y wers hon.

(b) Translate into Welsh :—

1 We shall learn your language. 2 They taught us us to sing. 3 I had learnt to read Welsh before I was eight years old. 4 Teach thy children what is good. 5 Learn your Welsh Grammar. 6 Read, so that you may learn. 7 You have learnt your poetry. 8 They learn it. 9 If we learn well we shall be praised. 10 I can learn this lesson, and they can learn that.

— — —

SECOND CONJUGATION OF THE VERB
DYSGU, TO LEARN, TO TEACH.

Periphrastic Form with the Verb "Bod," or Compound Conjugation (Treigliad Cyfansawdd).

ACTIVE VOICE (FFURF WEITHREDOL).

· INFINITIVE MOOD (MODD ANNHERFYNOL)

Present and Imperfect Tense : BOD YN *dysgu* (TO BE learning).

Perfect and Pluperfect Tense : BOD WEDI *dysgu* (TO HAVE learnt)

Future Tense : BOD AR *ddysgu*, bod ar fedr *dysgu* (TO BE ABOUT TO learn.)

NOTE.—The Periphrastic Conjugation should not be used when nothing is gained in clearness by its adoption instead of the more concise Inflexional. Wherever the Inflexional Form can be used without sacrificing clearness and exactness, it should be employed as being the more forcible.

INDICATIVE MOOD (MODD MYNEGOL.)

PRESENT TENSE.

Unigol (Singular).

- 1 **Wyf** or **ydwyf** *yn dysgu*,
I am learning
- 2 **Wyt** or **ydwyt** *yn dysgu*,
thou art learning
- 3 **Mae** or **efe sydd** *yn dysgu*.
he, &c., is learning

AMSER PRESENOL.

Lluosog (Plural).

- 1 **Ym** or **ydym** *yn dysgu*,
we are learning
- 2 **Ych** or **ydych** *yn dysgu*,
you are learning
- 3 **Ynt, ydynt, or maent** *yn dysgu*
they are learning

IMPERFECT TENSE.

- 1 **Oeddw** *yn dysgu*,
I was learning
- 2 **Oeddit** *yn dysgu*,
thou wast learning
- 3 **Oedd** *yn dysgu*,
he, &c., was learning

AMSER ANORPHENOL.

- 1 **Oeddem** *yn dysgu*,
we were learning
- 2 **Oeddech** *yn dysgu*,
you were learning
- 3 **Oeddent** *yn dysgu*,
they were learning

PERFECT TENSE.

- 1 **Bum** *yn dysgu*,
I have been learning
- 2 **Buost** *yn dysgu*,
thou hast been learning
- 3 **Bu** *yn dysgu*,
he, &c., has been learning

AMSER GORPHENOL.

- 1 **Buom** *yn dysgu*,
we have been learning
- 2 **Buoch** *yn dysgu*,
you have been learning
- 3 **Buont** *yn dysgu*,
they have been learning

PLUSPERFECT TENSE

- 1 **Oeddw** *wedi dysgu*.
I had learnt
- 2 **Oeddit** *wedi dysgu*,
thou hadst learnt
- 3 **Oedd** *wedi dysgu*,
he, &c., had learnt

AMSER TRAGORPHENOL.

- 1 **Oeddem** *wedi dysgu*,
we had learnt
- 2 **Oeddech** *wedi dysgu*,
you had learnt
- 3 **Oeddent** *wedi dysgu*,
they had learnt

FUTURE TENSE.

- 1 **Byddaf yn dysgu,**
I shall learn, *or* be learning
2 **Byddi yn dysgu,**
thou shalt learn, *or* be learning
3 **Bydd yn dysgu,**
he, &c., shall learn, *or* be learning

AMSER DYFODOL.

- 1 **Byddwn yn dysgu,**
we shall learn, *or* be learning
2 **Byddwch yn dysgu,**
you shall learn, *or* be learning
3 **Byddant yn dysgu,**
they shall learn, *or* be learning

FUTURE PERFECT TENSE.

- 1 **Byddaf WEDI dysgu,**
I shall HAVE learnt
2 **Byddi WEDI dysgu,**
thou shalt HAVE learnt
3 **Bydd WEDI dysgu,**
he, &c., shall HAVE learnt

AMSER AIL-DDYFODOL.

- 1 **Byddwn WEDI dysgu,**
we shall HAVE learnt
2 **Byddwch WEDI dysgu,**
you shall HAVE learnt
3 **Byddant WEDI dysgu,**
they shall HAVE learnt

NOTE.—In the Periphrastic Conjugation, the Infinitive Verb “*Dysgu*,” with “*yn*” before it, is used after the Verb “*Bod*,” as conjugated above.

IMPERATIVE MOOD (MODD GORCHYMYNOL).

Unigol (Singular).

- 1 **BYDDED i mi ddysgu,**
LET me learn
2 **BYDDED i ti ddysgu,**
LET thee learn
3 { **BYDDED iddo ddysgu,**
LET him *or* it learn
BYDDED iddi ddysgu,
LET her learn

Lluosog (Plural).

- 1 **BYDDED i ni ddysgu,**
LET us learn
2 **BYDDED i chwi ddysgu,**
LET you learn
3 **BYDDED iddynt ddysgu,**
LET them learn

SUBJUNCTIVE MOOD (MODD AMODOL).

PRESENT TENSE.

- 1 **FEL Y BYDDO i mi ddysgu,**
THAT I MAY learn
2 **FEL Y BYDDO i ti ddysgu,**
THAT thou MAYEST learn
3 { **FEL Y BYDDO iddo ddysgu,**
THAT he *or* it MAY learn
FEL Y BYDDO iddi ddysgu,
THAT she MAY learn

AMSER PRESENOL.

- 1 **FEL Y BYDDO i ni ddysgu,**
THAT we MAY learn
2 **FEL Y BYDDO i chwi ddysgu,**
THAT you MAY learn
3 **FEL Y BYDDO iddynt ddysgu,**
THAT they MAY learn

IMPERFECT TENSE.

- 1 FEL Y BYDDAI i mi *ddysgu*,
THAT I MIGHT learn
- 2 FEL Y BYDDAI i ti *ddysgu*,
THAT thou MIGHTST learn
- 3 { FEL Y BYDDAI iddo *ddysgu*,
THAT he or it MIGHT
learn
- { FEL Y BYDDAI iddi *ddysgu*,
THAT she MIGHT learn

AMSER ANORPHENOL.

- 1 FEL Y BYDDAI i ni *ddysgu*,
THAT we MIGHT learn
- 2 FEL Y BYDDAI ichwi *ddysgu*,
THAT you MIGHT learn
- 3 FEL Y BYDDAI iddyn:
ddysgu,
THAT they MIGHT learn

PLUPERFECT TENSE.

- 1 PE BUASWN WEDI *dysgu*,
IF I HAD learnt
- 2 PE BUASET WEDI *dysgu*,
IF thou HADST learnt
- 3 PE BUASAI WEDI *dysgu*,
IF he, &c., HAD learnt

AMSER TRAGORPHENOL.

- 1 PE BUASEM WEDI *ddysgu*,
IF we HAD learnt
- 2 PE BUASECH WEDI *dysgu*
IF you HAD learnt
- 3 PE BUASENT WEDI *dysgu*,
IF they HAD learnt.

EXERCISE XLIII

can, f. song
caneuon, m. songs
cerddoriaeth, f. music
cyntaf first
chwareu, m. play
diweddaf last
efengyl, f. gospel
ein our
fy my

gwlad, f. country
gwersi lesson-s
llawfer, f. shorthand
mwyr more
newydd new
o'r blaen before
penod, f. chapter
sillebu to spell
telyn, f. harp
yn gywir correctly

Translate into English :—

(a) 1 Yrydwyf yndysgu fy llyfrnewydd. 2 Y maent yn dysgu sillebu. 3 Yr oeddit yn dysgu llaw fer y flwyddyr ddiweddaf. 4 Buasem yn dysgu y gân. 5 Byddaf yn dysgu chwareu y delyn. 6 Bydded i ni ddysgu caneuon ein gwlad. 7 Pe buasai wedi dysgu o'r blaen. 8 Bydded iddynt ddysgu eu gwersi. 9 Bum yn dysgu y benod gyntaf yn Efengyl Ioan.

Translate into Welsh :—

(b) 1 I am learning this new song. 2 They were teaching the children. 3 He has been learning to play the harp. 4 Let them learn their lessons well, that he may sing and that she may play the music correctly.* 5 Thou mayest have learnt more than we were learning. 6 If they had taught us, or if we had learnt, we could now play.

FIRST CONJUGATION—THE VERB *DYSGU* (INFLEXIONAL FORM).

PASSIVE VOICE (Y FFURF ODDEFOL).

INDICATIVE MOOD (MODD MYNEGOL).

The learner should commit the following table of Passive endings to memory and remember that they are the same in all Regular Verbs. These endings, as will be seen by the full Conjugation given of the Verb "Dysgu," are **the same for all Numbers and Persons**, but **differ in the various Tenses**

- | | |
|----------------------|-----------------------|
| (1) Present,—IR. | (3) Perfect,—WYD. |
| (2) Imperfect,—ID. | (4) Pluperfect,—ASID. |
| (5) Future,—IR. | |
| (6) Future Per.,—ER. | |

Note also the **Pronominal Inflexions**, that is the **change which the Pronouns undergo**. These **differ in the Persons**, but are **the same in all Tenses**.

There are **three ways** of using the Passive Forms.

PRESENT TENSE.	AMSER PRESENOL.
<i>Unigol (Singular).</i>	<i>Lluosog (Plural).</i>
1 (a) <i>DysgIR fi</i>	1 (a) <i>DysgIR ni</i>
(b) <i>Mi a ddysgIR</i>	(b) <i>Ni a ddysgIR</i>
(c) <i>Fe'm dysgIR</i>	(c) <i>Fe'n dysgIR</i>
I AM taught	we ARE taught
2 (a) <i>DysgIR di</i>	2 (a) <i>DysgIR chwi</i>
(b) <i>Ti a ddysgIR</i>	(b) <i>Chwi a ddysgIR</i>
(c) <i>Fe'th ddysgIR</i>	(c) <i>Fe'ch dysgIR</i>
thou ART taught	you ARE taught
3 (a) <i>DysgIR ef</i>	3 (a) <i>DysgIR hwy</i>
(b) <i>Efe a ddysgIR</i>	(b) <i>Hwy a ddysgIR</i>
(c) <i>Fe'i dysgIR</i>	(c) <i>Fe'u dysgIR</i>
he or it IS taught	they ARE taught
(a) <i>DysgIR hi</i>	
(b) <i>Hi a daysgIR</i>	
(c) <i>Fe'i dysgIR</i>	
she IS taught	

IMPERFECT TENSE.

AMSER ANORPHENOL.

(a.)—

1	<i>Dysgid</i> fi, I WAS taught	1	<i>Dysgid</i> ni, we WERE taught
2	<i>Dysgid</i> di, thou WERT taught	2	<i>Dysgid</i> chwi, you WERE taught
3	{ <i>Dy g'id</i> ef, he or it WAS taught <i>Dysgid</i> hi, she WAS taught	3	<i>Dysgid</i> hwy, they WERE taught

We also say:—

(b.)—

Mi a *ddysgid*, **Ti** a *ddysgid*, **Efe** a *ddysgid*, **Hi** a *ddysgid*.
Ni a *ddysgid*, **Chwi** a *ddysgid*, **Hwy** a *ddysgid*.

And also :—

(c.)—

Fe'm *dysgid*, Fe'th *ddysgid*, Fe'i *dysgid*.
 Fe'n *dysgid*, Fe'ch *dysgid*, Fe'u *dysgid*.

PERFECT TENSE.

AMSER GORPHENOL.

(a.)—

1	<i>Dysgwyd</i> fi, I HAVE BEEN taught	1	<i>Dysgwyd</i> ni, we HAVE BEEN taught
2	<i>Dysgwyd</i> di, thou HAST BEEN taught	2	<i>Dysgwyd</i> chwi, you HAVE BEEN taught
3	{ <i>Dysgwyd</i> ef, he or it HAS BEEN taught <i>Dysgwyd</i> hi, she HAS BEEN taught	3	<i>Dysgwyd</i> hwy, they HAVE BEEN taught

We also say:—

(b.)—

Mi a *ddysgwyd*, **Ti** a *ddysgwyd*, **Efe** a *ddysgwyd*, **Hi** a *ddysgwyd*.
Ni a *ddysgwyd*, **Chwi** a *ddysgwyd*, **Hwy** a *ddysgwyd*.

And also—

(c.) :—

Fe'm *dysgwyd*, Fe'th *ddysgwyd*, Fe'i *dysgwyd*.
 Fe'n *dysgwyd*, Fe'ch *dysgwyd*, Fe'u *dysgwyd*.

PLUPERFECT-TENSE.

AMSER TRAGORPHENOL.

(a.)—

- 1 *Dysgasid* **fi**,
I HAD BEEN taught
- 2 *Dysgasid* **di**,
thou HADST BEEN taught
- 3 { *Dysgasid* **ef**,
he or it HAD BEEN taught
Dysgasid **hi**,
she HAD BEEN taught

- 1 *Dysgasid* **ni**,
we HAD BEEN taught
- 2 *Dysgasid* **chwi**,
you HAD BEEN taught
- 3 *Dysgasid* **hwy**,
they HAD BEEN taught

We also say:—

(b.)—

Mi a ddysgasid, *Ti a ddysgasid*, *Efe a ddysgasid*, *Hi a ddysgasid*
Ni a ddysgasid, *Chwi a ddysgasid*, *Hwy a ddysgasid*.

And also:—

(c.)—

Fe'm dysgasid, *Fe'th ddysgasid*, *Fe'i dysgasid*.
Fe'n dysgasid, *Fe'ch dysgasid*, *Fe'u dysgasid*.

FUTURE TENSE.

AMSER DYFODOL.

(a.)—

- 1 *Dysgir* **fi**,
I SHALL BE taught
- 2 *Dysgir* **di**,
thou WILT BE taught
- 3 { *Dysgir* **ef**,
he or it WILL BE taught
Dysgir **hi**,
she WILL BE taught

- 1 *Dysgir* **ni**,
we SHALL BE taught
- 2 *Dysgir* **chwi**,
you WILL BE taught
- 3 *Dysgir* **hwy**,
they WILL BE taught

We also say:—

(b.)—

Mi a ddysgir, *Ti a ddysgir*, *Efe a ddysgir*, *Hi a ddysgir*
Ni a ddysgir, *Chwi a ddysgir*, *Hwy a ddysgir*.

And also:—

(c.)—

Fe'm dysgir, *Fe'th ddysgir*, *Fe'i dysgir*.
Fe'n dysgir, *Fe'ch dysgir*, *Fe'u dysgir*.

IMPERATIVE MOOD (MODD GORCHYMYNOL).

PRESENT TENSE.

- 1 *Dysger fi*,
LET me BE taught
- 2 *Dysger di*,
LET thee BE taught
- 3 { *Dysger ef*,
LET him or it BE taught
Dysger hi,
LET her BE taught

AMSER GORPHENOL.

- 1 *Dysger ni*,
LET us BE taught
- 2 *Dysger chwi*,
LET you BE taught
- 3 *Dysger hwy*,
LET them BE taught

SUBJUNCTIVE MOOD (MODD AMODOL).

PRESENT TENSE.

Unigol (Singular).

- 1 *Fel y dysger fi*,
that I MAY BE taught
- 2 *Fel y dysger di*,
that thou MAYST BE taught
- 3 { *Fel y dysger ef*,
that he or it MAY BE taught
Fel y dysger hi,
that she MAY BE taught

AMSER PRESENOL.

Lluosog (Plural).

- 1 *Fel y dysger ni*,
that we MAY BE taught
- 2 *Fel y dysger chwi*,
that you MAY BE taught
- 3 *Fel y dysger hwy*,
that we MAY BE taught

IMPERFECT TENSE.

- 1 *Pe dysgid fi*,
if I WERE taught
- 2 *Pe dysgid di*,
if thou WERT taught
- 3 { *Pe dysgid ef*,
if he or it WERE taught
Pe dysgid hi,
if she WERE taught

AMSER ANORPHENOL.

- 1 *Pe dysgid ni*,
if we WERE taught
- 2 *Pe dysgid chwi*,
if you WERE taught
- 3 *Pe dysgid hwy*,
if they WERE taught

PLUPERFECT.

- 1 *Pe dysgasid fi*,
if I HAD BEEN taught
- 2 *Pe dysgasid di*,
if thou HADST BEEN taught
- 3 { *Pe dysgasid ef*,
if he or it HAD BEEN
taught
Pe dysgasid hi,
if she HAD BEEN taught

TRAGORPHENOL.

- 1 *Pe dysgasid ni*,
if we HAD BEEN taught
- 2 *Pe dysgasid chwi*,
if you HAD BEEN taught
- 3 *Pe dysgasid hwy*,
if they HAD BEEN taught

EXERCISE XLIV.

<i>anfonwch</i> ,	send	brother,	<i>brawd</i> , m.
<i>ar</i> ,	at	day,	<i>dydd</i> , m.
<i>ar unwaith</i> ,	at once	every,	<i>pob</i>
<i>athraw</i> , m.	teacher	mother,	<i>mam</i> , f.
<i>cartref</i> , m.	home	music,	<i>cerddoriaeth</i> , f.
<i>fel</i> ,	that, so that	next,	<i>nesaf</i>
<i>gan</i> ,	by	sing,	<i>canu</i>
<i>hapus</i> ,	happy	to-morrow	<i>yfory</i> ,
<i>pe</i> ,	if	week,	<i>wythnos</i> , f.
<i>unwaith</i> ,	once		

(a) Translate into English:—

1 Dysgir fi yfory. 2 Dysgasid hwy. 3 Dÿsgwyd ef gartref. 4 Anfonwch i ni athraw da, fel y dysger ni. 5 Buaswn hapus, pe dysgasid fi. 6 Dysgwyd ni gan Mr. Jones. 7 Dysgasid chwi gan Mrs. Williams. 8 Dysger fi ar unwaith. 9 Ti a ddysgid gan yr athraw. 10 Dysgid ef.

(b) Translate into Welsh:—

1 He was taught by his brother. 2 We have been taught music. 3 I would be glad, if I had been taught to sing. 4 We were taught by our mother. 5 He will be taught by his teacher. 6 Let him be taught. 7 I shall go to school, so that I may be taught. 8 We are taught every day. 9 You shall be taught next week.

(c) Turn the sentences 6, 7, and 9, in Exercise (a) above into the Active form in Welsh, and then translate into English.

(a) Turn the sentences 1, 4, and 5, in Exercise (b) above into the Active form in English, and then translate into Welsh.

THE SECOND CONJUGATION—THE VERB *DYSGU* (PERIPHRASTIC FORM).

The learner will note that in this form of Conjugation the Verb **Bod** (To Be) in its various Tenses, joined with **Cael** (To Have), is prefixed in those Tenses to the Infinitive of the Regular Verb, to produce the required **periphrastic form**. A complete knowledge of the Verb **Bod** will therefore enable this form to be at once mastered. For the Conjugation of the Verb **Bod**, see pages 58, 59 (Stage I.)

PASSIVE VOICE (FFURF ODDEFOL).

INDICATIVE MOOD (MODD MYNEGOL).

PRESENT TENSE.

Unigol (Singular).

- | | |
|---|---|
| 1 | YR WYF YN CAEL fy nysgu ,
I AM taught |
| 2 | YR WYT YN CAEL dy ddysgu ,
thou ART taught |
| 3 | { Y MAE YN CAEL eiddysgu ,
he or it IS taught |
| | { Y MAE YN CAEL ei dysgu ,
she IS taught |

AMSER PRESENOL.

Lluosog (Plural).

- | | |
|---|--|
| 1 | YR YM YN CAEL ein dysgu ,
we ARE taught |
| 2 | YR YCH YN CAEL eich dysgu ,
you ARE taught |
| 3 | MAENT YN CAEL eu dysgu ,
they ARE taught |

IMPERFECT TENSE.

- | | |
|---|--|
| 1 | YR OEDDWN or BYDDWN
YN CAEL fy nysgu ,
I WAS taught |
| 2 | YR OEDDIT or BYDDIT YN
CAEL dy ddysgu ,
thou WAST taught |
| 3 | { YR OEDD or BYDDAI YN
CAEL ei ddysgu ,
he or it WAS taught |
| | { YR OEDD or BYDDAI YN
CAEL ei dysgu ,
she WAS taught |

AMSER ANORPHENOL.

- | | |
|---|---|
| 1 | YR OEDDYM or BYDDDEM
YN CAEL ein dysgu ,
we WERE taught |
| 2 | YR OEDDYCH or BYDDECH
YN CAEL eich dysgu ,
you WERE taught |
| 3 | YR OEDDYNT or BYDDENT
YN CAEL eu dysgu ,
they WERE taught |

NOTE.—The form “Byddwn” in the Imperfect Tense, of “Bum” in the Perfect, and “Buaswn” in the Pluperfect, indicate habit or custom. Thus—“Byddwn yn cael fy nysgu,” would be equivalent to “I used to be taught.”

PERFECT TENSE.

- 1 BUM YN, or WYF WEDI, CAEL
fy *nysgu*,
I HAVE BEEN taught
- 2 BUOST YN, or WYT WEDI,
CAEL dy *ddysgu*,
thou HAST BEEN taught
- 3 { BU YN, or MAE WEDI,
CAEL ei *ddysgu*,
he or it HAS BEEN taught
BU YN, or MAE WEDI,
CAEL ei *dysgu*,
she HAS BEEN taught

PLUPERFECT TENSE.

- 1 BUASWN YN, YR OEDDWN
WEDI, or BYDDWN WEDI,
CAEL fy *nysgu*,
I HAD BEEN taught
- 2 BUASIT YN, YR OEDDIT
WEDI, or BYDDIT WEDI
CAEL dy *ddysgu*,
thou HADST BEEN taught
- 3 { BUASAI YN, YR OEDD
WEDI, or BYDDAI WEDI,
CAEL ei *ddysgu*,
he or it HAD BEEN taught
BUASAI YN, YR OEDD
WEDI, or BYDDAI WEDI,
CAEL ei *dysgu*,
she HAD BEEN taught

FUTURE TENSE.

- 1 BYDDAF YN CAEL fy *nysgu*,
I SHALL BE taught
- 2 BYDDI YN CAEL dy *ddysgu*,
thou WILT BE taught
- 3 { BYDD YN CAEL ei *ddysgu*,
he or it WILL BE taught
BYDD YN CAEL ei *dysgu*,
she WILL BE taught

FUTURE PERFECT.

- 1 BYDDAF WEDI CAEL fy
nysgu, &c.,
I SHALL HAVE BEEN
taught, &c.

AMSER GORPHENOL.

- 1 BUOM YN, or YDYM WEDI,
CAEL ein *dysgu*,
we HAVE BEEN taught
- 2 BUOCH YN, or YDYCH WEDI,
CAEL eich *dysgu*,
you HAVE BEEN taught
- 3 BUONT YN, or MAENT WEDI,
CAEL eu *dysgu*,
they HAVE BEEN taught

AMSER TRAGORPHENOL.

- 1 BUASEM YN, YR OEDDYM
WEDI, or BYDDDEM WEDI,
CAEL ein *dysgu*,
we HAD BEEN taught
- 2 BUASECH YN, YR OEDDYCH
WEDI, or BYDDECH WEDI
CAEL eich *dysgu*,
you HAD BEEN taught
- 3 BUASENT YN, YR OEDDENT
WEDI, or BYDDENT WEDI,
CAEL eu *dysgu*,
they HAD BEEN taught

AMSER DYFODOL.

- 1 BYDDWN YN CAEL ein *dysgu*,
we SHALL BE taught
- 2 BYDDWCH YN CAEL eich
dysgu,
you WILL BE taught
- 3 BYDDANT YN CAEL eu *dysgu*,
they WILL BE taught

AMSER AIL-DDYFODOL.

- 1 BYDDWN WEDI CAEL ein
dysgu, &c.,
we SHALL HAVE BEEN
taught, &c.

2 BYDDOT WEDI CAEL **dy**
ddysgu,

thou WILT HAVE BEEN taught

BYDD WEDI CAEL **ei**
ddysgu,

he or it WILL HAVE BEEN
taught

3 { BYDD WEDI CAEL **ei**
dysgu,

she WILL HAVE BEEN taught

2 BYDDOCH WEDI CAEL **eich**
dysgu,

you WILL HAVE BEEN taught

3 BYDDANT WEDI CAEL **eu**
dysgu,

they WILL HAVE BEEN taught

IMPERATIVE MOOD (MODD GORCHYMYNOL).

1 BYDDED I mi GAEL **fy nysgu,**
LET me BE taught

2 BYDDED I ti GAEL **dy ddysgu,**
LET thee BE taught

BYDDED iddo GAEL **ei**
ddysgu,

LET him or it BE taught

3 { BYDDED iddi GAEL **ei**
dysgu,

LET her BE taught

1 BYDDED I ni GAEL **ein dysgu,**
LET us BE taught

2 BYDDED I chwi GAEL **eich**
dysgu,

LET you BE taught

3 BYDDED iddynt GAEL **eu**
dysgu,

LET them BE taught

INFINITIVE MOOD (MODD ANNHERFYNOL).

Present : BOD YN CAEL **fy nysgu,** THAT I AM taught.

Past : BOD WEDI CAEL **fy nysgu,** THAT I WAS taught.

Future : { BOD AR GAEL **fy nysgu,** } THAT I AM ABOUT
{ BOD AR FEDR CAEL **fy nysgu,** } TO BE taught.

SUBJUNCTIVE MOOD (MODD AMODOL).

PRESENT TENSE.

Unigol (Singular).

1 FEL Y BYDDO i mi GAEL **fy**
nysgu,

THAT I MAY BE taught

2 FEL Y BYDDO i ti GAEL **dy**
ddysgu,

THAT thou MAYST BE taught

FEL Y BYDDO iddo GAEL
ei ddysgu,

THAT he or it MAY BE taught

3 { FEL Y BYDDO iddi GAEL **ei**
dysgu,

THAT she MAY BE taught

AMSER PRESENOL.

Lluosog (Plural).

1 FEL Y BYDDO i ni GAEL **ein**
dysgu,

THAT we MAY BE taught

2 FEL Y BYDDO i chwi GAEL
eich dysgu,

THAT you MAY BE taught

3 FEL Y BYDDO iddynt GAEL
eu dysgu,

THAT they MAY BE taught

IMPERFECT TENSE.

- 1 PE BYDDAI i mi GAEL fy
nysgu,
THAT, or IF, I WERE TAUGHT
- 2 PE BYDDAI i ti GAEL dy
ddysgu,
THAT, or IF, thou WERT taught
- 3 PE BYDDAI iddo GAEL ei
ddysgu,
THAT, or IF, he or it WERE
taught
- 3 PE BYDDAI iddi GAEL ei
dysgu,
THAT, or IF, she WERE taught

PLUPERFECT TENSE.

- 1 PE BUASAI i mi GAEL fy
nysgu,
IF I HAD BEEN taught
- 2 PE BUASAI i ti GAEL dy
ddysgu,
IF thou HADST BEEN taught
- 3 PE BUASAI iddo GAEL ei
ddysgu,
IF he or it HAD BEEN taught
- 3 PE BUASAI iddi GAEL ei
dysgu,
IF she HAD BEEN taught

AMSER ANORPHENOL.

- 1 PE BYDDAI i ni GAEL ein
dysgu,
THAT, or IF, we WERE taught
- 2 PE BYDDAI i chwi GAEL
eich dysgu
THAT, or IF, you WERE taught
- 3 PE BYDDAI iddynt GAEL eu
dysgu,
THAT, or IF, they WERE taught

AMSER TRAGORPHENOL.

- 1 PE BUASAI i ni GAEL ein
dysgu,
IF we HAD BEEN taught
- 2 PE BUASAI i chwi GAEL eich
dysgu,
IF you HAD BEEN taught
- 3 PE BUASAI iddynt GAEL eu
dysgu,
IF they HAD BEEN taught

EXERCISE XLV.

(a) Translate into English

1 Y maent yn cael eu dysgu. 2 Byddwch wedi cael eich dysgu. 3 Yr oeddwn yn cael fy nysgu. 4 Buost yn cael dy ddysgu. 5 Byddwn yn cael ein dysgu. 6 Yr wyf wedi cael fy nysgu. 7 Pe byddai iddynt gael eu dysgu. 8 Buaswn yn cael fy nysgu. 9 Yr oeddym wedi cael ein dysgu. 10 Byddi yn cael dy ddysgu.

(b) Translate the sentences in Exercise (a) into Welsh (Inflexional Form).

PARTICIPLES (RHANGYMERIADAU).

A.—ACTIVE VOICE (FFURF WEITHREDOL).

Inflexional Form.

*Dysg*EDIG, learned.

Periphrastic Form.

Present Tense: YN *dysgu*, GAN *ddysgu*, DAN *ddysgu*, learning*Past Tense*: WEDI *dysgu*, AR OL *dysgu*, YN OL *dysgu*,
HAVING learnt.*Future Tense*: AR *ddysgu*, AR FEDR *dysgu*, ABOUT TO learn.

B.—PASSIVE VOICE (FFURF ODDEFOL).

Periphrastic Form.

Present Tense:

YN CAEL, GAN GAEL, OR DAN GAEL	{ <i>fy nysgu</i> , <i>dy ddysgu</i> , <i>ei ddysgu</i> , <i>ei dysgu</i> , <i>ein dysgu</i> , <i>eich dysgu</i> , <i>eu dysgu</i> , }	I	} BEING taught.
		thou	
		he or it	
		she	
		we	
		you	
		they	

Past Tense:

WEDI CAEL, AR OL CAEL, OR YN OL CAEL, &c.	{ <i>fy nysgu</i> , <i>dy ddysgu</i> , <i>ei ddysgu</i> , } &c.	I	} HAVING BEEN taught.
		thou	
		he,	
		&c.	

Future Tense:

AR GAEL, OR AR FEDR CAEL &c.	{ <i>fy nysgu</i> , <i>dy ddysgu</i> , <i>ei ddysgu</i> , } &c.	I	} ABOUT TO BE taught.
		thou	
		he	
		&c.	

EXERCISE XLVI.

<i>adref</i>	home	<i>lladd</i>	kill
<i>aeth</i>	went	<i>llawen</i>	joyful
<i>anfon</i>	send	<i>llethr, m.</i>	mountain-side
<i>bachgen, m.</i>	boy	<i>llewyg, m.</i>	fit
<i>colli</i>	lose	<i>Mair, f.</i>	Mary
<i>cosbi</i>	punish	<i>mynydd, m.</i>	mountain
<i>credu</i>	believe	<i>oeddynt yn</i>	they went, were
<i>cyfraith, f.</i>	law	<i>myned</i>	going
<i>cyfreithiwr, m.</i>	lawyer	<i>pen, m.</i>	top
<i>Dafydd, m.</i>	David	<i>plant, m.</i>	children
<i>dosbarth, m.</i>	class	<i>syrthio</i>	fall
<i>dros</i>	over	<i>tad, m.</i>	father
<i>dyn, m.</i>	man	<i>teithiwr, m.</i>	traveller
<i>eistedd</i>	sit	<i>troed* m. or f.</i>	foot
<i>esgyn</i>	ascend	<i>ynddo</i>	in him, or it
<i>geneth, f.</i>	girl	<i>ysgrifên-</i>	desk
<i>gwaelod, m.</i>	bottom	<i>fwrdd, m.</i>	
<i>gwely, m.</i>	bed		

Translate into English :—

1 Dyn dysgedig yn y gyfraith oedd. 2 Y bachgen, yn dysgu ei lyfr, a eisteddai wrth yr ysgrifên-fwrdd. 3 Y plant oeddynt yn myned i'r ysgol dan ganu. 4 Aeth Johnny bach, wedi dysgu yr A, B, C, adref yn llawen. 5 A'r teithwyr, pan ar fedr esgyn i ben y mynydd, a gollasant eu traed, ac a syrthiasant dros y llethr i'r gwaelod. 6 Y dosbarth, ar ol cael eu dysgu yn dda, a aethant adref. 7 Dafydd a William, wedi cael eu cosbi gan eu tad, a anfonwyd i'r gwely. 8 Mi a gredwn ynddo, pe lleddid fi. 9 Arthur, pan ar gael ei ddysgu, a syrthiodd mewn llewyg. 10 Dyn dysgedig oedd y cyfreithiwr. 11 Mae Mair yn eneth ddysgedig.

* NOTE.—*Troed* is regarded as feminine in South Wales, but as Masculine in North Wales.

REGULAR VERBS (Berfau Rheolaidd).

In the following list of Regular Verbs, the Root, the Infinitive, and the Present First Person Singular are given, to enable the pupil to conjugate any Verb in the Inflexional and the Periphrastic Form.

Rule 38.—For the **Inflexional Form**, the Active and Passive **terminations** in the table on page 121 are **added to the root**, to form the various Tenses, Numbers, and Persons.

Thus taking for example the Verb **Arwain** (To Lead), by adding the terminations to the root as found in the List which follows, we form :—

	ACTIVE.	PASSIVE.
Present, 1st Person, Singular	<i>arweini-af</i> , I lead.	<i>arwein-ir</i> , I am led.
Perfect, 2nd Person, Plural.	<i>arweini-asoch</i> , You have led.	<i>arweini-wyd</i> , You have been led
Pluperfect, 3rd Person, Singular.	<i>arweini-asai</i> , He, she, <i>or</i> it, had led.	<i>arweini-asid</i> , He, she, <i>or</i> it, had been led.
Future Perfect, 3rd Person, Singular.	<i>arweini-o</i> , He, she, <i>or</i> it, will have led	<i>arwein-ier</i> , He, she, <i>or</i> it, will have been led
Future Perfect, 3rd Person, Plural.	<i>arweini-ont</i> , They will have led.	<i>arwein-ier</i> , They will have been led.

NOTE.—Where the Root ends in *i*, the *i* is dropped before the terminations *i*, *id*, *ir*, *it*, so as to avoid repeating the *i*.

Rule 38 (a).—For the **Active Periphrastic Form** the **Present Participle** of the Verb is **added after** the Verb **Bod** arranged in all its Tenses.

Rule 38 (b).—For the **Passive Periphrastic Form** the **Auxiliary Cael**, followed by the **Possessive Pronoun**, is **added to the Active**, between the Particle **yn** and the **Infinitive**, thus :—

ACTIVE.

Present, 1st *wyf yn arwain*,
Pers., Sing. I lead, or I am leading.

Perfect, 2nd *buoch yn arwain*,
Pers., Plur. you have led, or you
have been leading.

Pluperfect, *buaswn yn arwain*,
3rd Pers., I had led, or I had
Sing. been leading.

Future Per- *bydd wedi arwain*,
fect, 3rd Pers. he, she, or it shall or
Sing. will have led.

Future Per- *byddant wedi arwain*,
fect, 3rd Pers. they shall or will have
Sing. led.

PASSIVE.

wyf yn cael fy arwain,
I am led, or I am being
led.

*buoch yn cael eich
arwain*,
you have been led.

*buaswn yn cael fy
arwain*,
I had been led.

*bydd wedi cael ei
arwain*,
he, she, or it shall or
will have been led.

*byddant wedi cael eu
harwain*,
they shall or will have
been led.

Every Regular Verb given in the Exercises for Translation at the end of the book will be found in the following list.

Rule 39.—The Verbs marked with an asterisk (*) are only partly conjugated after

the Passive Form. The other Verbs may, as a rule, be fully conjugated like **Dysgu**.

NOTE.—For the changes which take place in the initial consonants, see the Introductory Chapter on the Mutation of Initial Consonants in Stage I.

Remember that the **Root** as given in these lists, is **not always a real word**, but only a part of a word. The other columns contain the complete words.

ROOT.	INFINITIVE.	PRESENT.	ENGLISH EQUIVALENT.
addaw	addaw	addaw :-af	to promise
anghof	anghof :-io	anghof :-iaf	to forget
amlyg (from amlwg)	amlyg :-u	amlyg :-af	to express
anel	anel :-u	anel :-af	to aim
arwein (from arwain)	arwain	arwein :-iaf	to lead
astud	astud :-io	astud :-iaf	to study
ateb	ateb	ateb :-af	to answer
beidd	beidd :-io	beidd :-iaf	to dare
blin	blin :-o	blin :-af	to tire, to trouble
bloedd	bloedd :-io	bloedd :-iaf	to shout
bodd	bodd :-i	bodd :-af	to drown
bwyta, changed into bwyte (from bwyd)	bwyta	bwyte :-af	to eat
can	can :-u	can :-af	to sing
caniat (from cenad)	caniat :-au	caniat :-af	to permit, to grant
canmol	canmol	canmol :-af	to praise
car	car :-u	car :-af	to love
cau	cau	cau :-af	to shut
ceis (from cais)	ceis :-io	ceis :-iaf	to seek
cenfigen	cenfigen :-u	cenfigen :-af	to envy
cil	cil :-io	cil :-iaf	to retreat
cod	cod :-i	cod :-af	to rise
clyw	clyw :-ed	clyw :-af	to hear
crwydr	crwydr :-o	crwydr :-af	to wander
cyflawn	cyflawn :-i	cyflawn :-af	to fulfil
cyfrif	cyfrif	cyfrif :-af	to reckon
cymet	cymet :-yd	cymet :-af	to take
cynil	cynil :-o	cynil :-af	to save, to economise
cynydd	cynydd :-u	cynydd :-ar	to increase

ROOT.	INFINITIVE.	PRESENT.	ENGLISH EQUIVALENT.
cytun	cytun :-o	cytun :-af	to agree
chwerthin	} chwerthin	chwardd :-af	to laugh
chwardd			
chwyth	chwyth :-u	chwyth :-af	to blow
dangos	dangos	dangos :-af	to show
dal	dal	dal :-iaf	to hold
darllen	darllen	darllen :-af	to read
deall	deall	deall :-af	to understand
defnydd	defnydd :-io	defnydd :-iaf	to use
derbyn	derbyn	derbyn :-iaf	to receive
dewis	dewis	dewis :-af	to choose
difod	difod :-i	difod :-af	to exterminate
dileu	dileu	dile :-af	to exterminate
dinystr	dinystr :-io	dinystr :-iaf	to destroy
disgyn	disgyn	disgyn :-af	to descend
dof	dof :-i	dof :-af	to tame
dychryn	dychryn :-u	dychryn :-af	to alarm
dychwel	dychwel :-yd	dychwel :-af	to return
dynes	dynes :-u	dynes :-af	to approach
dyoddef	dyoddef	dyoddef :-af	to suffer
dysg	dysg :-u	dysg :-af	to learn, to teach
dystew (from dys-taw)	dystew :-i	dystew :-af	to silence
dywed	dywed :-yd	dywed :-af	to say
ehed	ehed :-eg	ehed :-af	to fly
esgyn	esgyn	esgyn :-af	to ascend
goddef	goddef	goddef :-af	to bear
gofal	gofal :-u	gofal :-af	to take care
goleu	goleu :-o	goleu :-af	to light
galw	galw	galw :-af	to call
glan	glan :-io	glan :-iaf	to land
gobeith (from gobaith)	gobeith :-io	gobeith :-iaf	to hope
gorfod	gorfod :-i	gorfod :-af	to compel
gwad	gwad :-u	gwad :-af	to deny
gwaedd	gwaedd :-i	gwaedd :-af	to cry
gwasgar	gwasgar :-u	gwasgar :-af	to scatter
gwen	gwen :-u	gwen :-af	to smile
gwerth	gwerth :-u	gwerth :-af	to sell
gwresaw	gwresaw :-i	gwresaw :-af	to welcome
gwisg	gwisgo :-	gwisg :-af	to dress

ROOT.	INFINITIVE.	PRESENT.	ENGLISH EQUIVALENT.
gwyl	gwyl :-io	gwyl :-iaf	to watch
ehed	{ hedfan ehed :-eg }	*ehed :-af	to fly
hiraeth	hiraeth :-u	*hiraeth :-af	to long
hoff	hoff :-i	hoff :-af	to like, to be fond of
hól	hol :-i	hol :-af	to question
llosg	llosg :-i	llosg :-af	to burn
mag	mag :-u	mag :-af	to nurse
med	med :-i	*med :-af	to reap
{ medd meddian(t)	{ medd :-u meddian :-u }	{ medd :-af, meddian :-af }	{ to possess, to have
meth	meth :-u	meth :-af	to fail
mog } (from myg } m.wg)	{ mog, } { mygu }	{ mog :-af, myg :-af }	{ to stifle, to smother
mwyn	mwyn :-hau	mwyn :-haf	to enjoy
ofn	ofn :-i	ofn :-af	to fear
poen	poen :-i	poen :-af	to pain, to trouble
preswyl	preswyl :-io	preswyl :-iaf	to live, to dwell
pryder	pryder :-u	pryder :-af	to be anxious
rhyfel	rhyfel :-a	rhyfel :-af	to war, to fight
sefydl	sefydl :-u	sefydl :-af	to found
siarad	siarad	siarad :-af	to speak
son	son	son :-iaf	to speak, to rumour
tawel	tawel :-u	tawel :-af	to calm
tyb	tyb :-ied	tyb :-iaf	to think, to imagine
tywallt	tywallt	tywallt :-af	to pour
yf	yf :-ed	yf :-af	to drink
ymffrost	ymffrost :-io	ymffrost :-iaf	to boast
yngasgl	yngasgl :-u	yngasgl :-wn (plural)	to gather together
yngudd	yngudd :-io	yngudd :-iaf	to hide
ymolch	ymolch :-i	ymolch :-af	to wash
yмосod	yмосod	yмосod :-af	to attack
ymun	ymun :-o	ymun :-af	to unite, to join
ymwel	ymwel :-ed	ymwel :-af	to visit
ysgrifen	ysgrifen :-u	ysgrifen :-af	to write
ystyr	ystyr :-ied	ystyr :-iaf	to think

EXERCISES ON THE REGULAR VERBS.

NOTE.—Such Verbs in the following Exercises as are not given in the foregoing list will be found in the Vocabulary in Stage I.

EXERCISE XLVII.

(a) Give the roots of the following Verbs :—

Canu, caru, codi, colli, cymeryd, gweled, gwerthu, gwisgo, llosgi, magu, ofni, saethu, yfed, ysgrifenu.

(b) Write out the 3rd Person Singular, Indicative Mood, Inflexional Form, Passive Voice, of the Verbs in Exercise (a).

NOTE.—The 3rd Person Singular, Ind. Mood, Inflex. Form of the Passive, is formed by adding *ir* to the root of the Verb. If the vowel sound of the root or its last syllable be **a**, as in *cân* and *gwasgar*, this may be **changed** into **e** before the termination *ir* is added; e.g. : *can*, *cenir*; *gwasgar*, *gwasgerir*. The same rule applies when **wch**, or any termination containing **i** is added; as *can*, *cenwch*, *cenais*.

EXERCISE XLVIII.

<i>am</i> ,	for, about	<i>gwiau</i> , m.	rain
<i>arnaf</i> ,	on me	<i>hwylio</i> ,	to sail
<i>brenines</i> , f.	queen	<i>Ioan</i> , m.	John
<i>cerdded</i> ,	to walk	<i>môr</i> , m.	sea
<i>cwmwl</i> , m.	cloud	<i>o'r</i> ,	from the
<i>Cynuro</i> , m.	Welshman	<i>pen</i> , m.	head
<i>aychryn</i> , m.	fear	<i>poll</i> , f.	people
<i>ei</i> ,	his	<i>tad</i> , m.	father
<i>gan</i> ,	with, by	<i>y</i> ,	the
<i>gwlad</i> , f.	country		

(a) Make sentences containing the following Verbs, and translate them into English :—

Lleddir, agoraf, ofnwn, rhedodd, prynwyd, yn siarad, cael ei sychu, boddi.

(b) Place Intransitive Verbs in the following brackets to form the Predicate :—

1 Y Frenines (). 2 () y llong ar y môr.
 3 () y bobl yn y ty. 4 Y Cymro ()
 am ei wlad. 5 Y gwlaw () o'r cwmwl. 6 Y bobl
 () am eu gwlad. 7 () Ioan. 8 () eich
 tad arnaf.

(c) Translate these sentences into English.

RULES AND EXERCISES ON THE VERB.

A.—THE SUBJECT.

Rule 40.—When the **Subject** is a **Noun**, and comes **before** the **Verb**, the **Verb** generally **agrees with it** in **Number** and **Person**, as :—

Y bachgen a ddywed odd ,	The boy said.
Y bechgyn a ddywed asant ,	The boys said.
Yr afon a reda i'r môr,	The river runs into the sea.
Yr afonydd a redant i'r môr,	The rivers run into the sea.

Notice that the particle *a* is used with the **Verb** AFTER the **Subject**.

VOCABULARY to Exercises XLIX. to LIV.

abide,	<i>aros</i>	horse,	<i>ceffyl, m.</i>
after,	<i>ar ol</i>	I,	<i>mi</i>
and,	<i>a, ac</i>	in,	<i>yn</i>
are,	<i>oes, sydd, ydynt,</i> <i>maent</i> (see Stage I., page 59, 60)	into,	<i>yn, i fewn</i>
army,	<i>byddin, f.</i>	James,	<i>Iago, m.</i>
baby,	<i>baban, m.</i>	John,	<i>Ioan, m.</i>
bee,	<i>gwenynen, f</i>	kill,	<i>lladd</i>
bird,	<i>aderyn, m.</i>	kiss,	<i>cusan, m.</i>
book,	<i>llyfr, m.</i>	lamb,	<i>oen, m.</i>
boy,	<i>bachgen, m.</i>	land,	<i>tir m., daearf.</i>
bread,	<i>bara, m.</i>	learn,	<i>dysgu</i>
buy,	<i>prynu</i>	lion,	<i>llew, m.</i>
call,	<i>galw</i>	loiter,	<i>yndroi</i>
catch,	<i>dal</i>	man,	<i>dyn, m.</i>
child,	<i>plentyn, m.</i>	march,	<i>ymdaith, f.</i>
children,	<i>plant, m.</i>	mother,	<i>mam, f.</i>
choir,	<i>côr, m.</i>	multitude,	<i>lliaws, m.</i>
class,	<i>dosbarth, m</i>	my,	<i>fy</i>
country,	<i>gwlad, f.</i>	net,	<i>rhwyd, f.</i>
dinner,	<i>ciniaw, m. or f.</i>	of,	<i>o</i>
dog,	<i>ci, m.</i>	on,	<i>ar</i>
drown,	<i>boddi</i>	our,	<i>ein</i>
early,	<i>boreu</i>	over,	<i>dros</i>
English,	<i>Saesneg, f.</i>	paper,	<i>papur, m.</i>
fall,	<i>syर्थio</i>	people,	<i>pobl</i>
father,	<i>tad, m.</i>	Prince of	} <i>Tyrcysog</i> } <i>Cymru</i>
fifty,	<i>deg-a-deugain,</i> <i>or haner cant</i>	Wales,	
finish,	<i>gorphen</i>	queen,	<i>brenines, f.</i>
fish,	<i>pysgodyn, m.</i>	read,	<i>darllen</i>
fly,	<i>ehedeg, hedfan</i>	reign,	<i>teyrnasu</i>
garden,	<i>gardd, f.</i>	run,	<i>rhedeg</i>
girl,	<i>geneth, merch, f.</i>	sailor,	<i>morwr, m.</i>
God,	<i>Duw, m.</i>	school,	<i>ysgol, f.</i>
grammar,	<i>gramadeg, m.</i>	see,	<i>gwleud</i>
hare,	<i>ysgysarnog, f.</i>	sell,	<i>gwerthu</i>
he, him,	<i>ef, fe, efe</i>	sheep,	<i>dafad, f.</i>
she, her,	<i>hi</i>	show,	<i>dangos</i>
here,	<i>yma</i>	sing,	<i>canu</i>
		song,	<i>cân, f.</i>
		star,	<i>seren, f.</i>
		swarm,	<i>haid, f.</i>
		swim,	<i>nofio</i>

take,	<i>cymeryd</i>	we,	<i>ni</i>
that,	<i>hwni,</i> <i>hyna</i>	Welsh,	<i>Cymraeg</i> (lan- guage), f.
the,	<i>y, yr, 'r</i>		<i>Cymry</i> (people), m.
their,	<i>eu</i>	we teach,	<i>dysgw</i>
there,	<i>yna, yno</i>	we will read,	<i>darllenw</i>
they,	<i>hwy</i>	with,	<i>gyda</i>
thou,	<i>ti</i>	word,	<i>gair, m.</i>
through,	<i>trwy.</i>	work,	<i>gwaith, m.</i>
together,	<i>ynghyd, gyda'u</i> <i>gilydd</i>	write,	<i>ysgrifenu</i>
walk,	<i>cerdded</i>	year,	<i>blwyddyn, f.</i>
way,	<i>ffordd, f.</i>	yesterday,	<i>ddoe</i>
		you,	<i>chi</i>

EXERCISE XLIX.

Translate into Welsh, putting the subject first :—

- (1) The children ran. (2) The girl walks. (3) The birds fly. (4) The stars fell. (5) God said. (6) The boy will read. (7) The boys will read. (8) Fishes swim. (9) The fish swam.

Rule 41.—When the **Subject** is a **Noun**, and **follows** the **Verb**, the form of the **Verb** used is always that of the **3rd Person Singular**, whether the **Noun** be **Singular** or **Plural**, as :—

Canodd y bachgen,	The boy sang.
Canodd y bechgyn,	The boys sang.
Rhed yr afon,	The river runs.
Rhed yr afonydd,	The rivers run.

EXERCISE L.

Translate into Welsh, putting the Verb first :—

(1) The choir sang. (2) John sings. (3) The man drowned. (4) The sailors drowned. (5) The horses fell. (6) The people say. (7) The boy wrote.

Rule 42.—When the **Subject** is a **Pronoun** used **before** or **after** the **Verb**, the **Verb** must **agree** with it in **Number** and **Person**, as :—

Myfi a ddysgais,	<i>or</i> dysgais i,	I learnt.
Tydi a ddysgaist,	<i>or</i> dysgaist ti,	Thou learntst.
Efe a ddysgodd,	<i>or</i> dysgodd efe,	He learnt.
Hwy a ddysgant,	<i>or</i> dysgant hwy,	They will learn.

EXERCISE LI.

Translate into Welsh :—

(1) We taught the class. (2) They loiter on the way. (3) He will buy bread. (4) I was reading the paper. (5) You are learning Welsh. (6) They have been sold. (7) Thou hast said the word. (8) We had taken dinner early.

Rule 43.—A **Collective Noun** may take a **Singular** or a **Plural Verb**, as:—

Y dyrfa a safodd,	The crowd stopped.
Y dyrfa a safasant,	The crowd stopped.
Y llu a ganodd,	The multitude sang.
Y llu a ganasant,	The multitude sang.

Rule 44.—Two or more Singular Nouns connected by the Copulative Conjunctions, *A and Ac, take a Verb in the Plural, as :—

Y ceffyl a'r fowch a borant ar y maes
(The horse and the cow graze on the field).

NOTE.—Sometimes the form of the 3rd Person Singular of the Verb is used after Nouns connected by *a* and *ac*, as :—

Arthur ac Ifor a ganodd oreu
(Arthur and Ivor sang the best).

Rule 45.—Two or more Singular Pronouns connected by A and Ac take a Verb in the Plural, but it must agree with the first Pronoun in Person, as :—

- (1) **Myfi** a thydi ydym yn barod
(I and thou are ready).
(2) **Tydi** ac efe ydych ffol
(Thou and he are foolish).

EXERCISE LII.

Translate into Welsh :—

- (1) The multitude called him. (2) The lion and the lamb will walk together. (3) The army marched through the country. (4) A swarm of bees flew into our garden. (5) I and my father were together.

* A is used before a Consonant, and *ac* before a Vowel.

B.—ON THE POSITION OF A VERB IN A SENTENCE.

Rule 46.—In Welsh, the **Verb** is usually placed **before the Nominative**, especially when the emphasis is to be laid upon it, as:—

- 1 *Collodd y Cymry eu gwlad*
(The Welsh *lost* their country)
- 2 *Tynodd Arthur ei gleddyf allan*
(Arthur *drew* his sword out)
- 3 *Lladdeyd y gelynion*
(The enemies *were killed*)

Rule 47.—But if the **emphasis** is to be laid on the **Subject**, the order in the Sentence will be thus:—

<i>Subject.</i>	<i>Predicate.</i>	<i>Object.</i>	<i>Extension</i>
Y milwr (The soldier)	darawodd knocked	y dyn the man	i lawr down)

NOTE.—It will thus be seen that the emphatic word whether Subject or Predicate, always comes **first**.

Rule 48.—If the **Verb** is **Periphrastic**, the **Subject** is placed **between the Auxiliary and the Principal Verb**, as:—

Yr wyf *fi* yn dysgu
(*I* am learning).

Yr oedd *James* yn siarad
(*James* was speaking)

EXERCISE LIII.

Translate into Welsh:—

- 1 The mother kissed her baby.
- 2 The work was finished yesterday.
- 3 The Queen has reigned over

fifty years. 4 The boys will show their books. 5 The child has been taught English Grammar. 6 John and James are taught Welsh. 7 The dogs have caught a hare. 8 The hare was caught in a net.

Rule 49.—The Verb in the **Imperative Mood** is ALWAYS placed **first** in a Sentence, as in English, as :—

- 1 *Agorwch y ffenestr*
(*Open* the window).
- 2 *Cauwch y drws* *
(*Shut* the door).

Rule 50.—In an Interrogation, **A** is used before the Verb, thus :—

- A welsoch chwi ef?*
(*Did you* see him ?)
- A glywsant hwy y newydd?*
(*Did they* hear the news ?)

Rule 51.—When the **Subject** is placed **immediately** after the Verb, it retains its radical **Initial Consonant**, as :—

- Coiodd dyn i siarad*
(A man *rose* to speak).
- Rhoddodd dynion arian iddo*
(Men *gave* money to him).
- Yr oedd llew yn y llwyn*
(A lion *was* in the bush).

Rule 51a.—But if a word or phrase is placed between the **Subject** and the **Predicate**, the radical initial consonant

of the Noun is changed into its first remove, as :—

Cododd dyn i siarad (A man rose to speak).

Cododd *i siarad* ddyn (A man to speak rose).

Yr oedd llew yn y llwyn (There was a lion in the bush).

Yr oedd *yn y llwyn* lew (There was in the bush a lion).

EXERCISE LIV.

Translate into Welsh :—

- 1 Abide with me. 2 Birds sing in the forest.
 3 Have you seen the Prince of Wales? 4 Dogs run
 after the sheep. 5 A dog ran there. 6 A man was
 killed here. 7 Do they learn that song in school?
 8 Sing "The land of my fathers."

Rule 52.—The Noun-Object after a Transitive Verb begins with its consonant of the first remove, as :—

Caraf Gymru (Cymru), I love Wales.

Cymerodd fwyd (bwyd), He took food.

Prynwch ddillad (dillad), Buy clothes.

Rule 52a.—But after an Infinitive Mood the Noun begins with its radical initial consonant, as :—

Caru Cymru, to love Wales.

Cymeryd bwyd, to take food.

Prynu dillad, to buy clothes.

Rule 53.—The Infinitive after an Intransitive Verb is always preceded

by i. (In English this is called the Infinitive of Purpose). **After a Transitive Verb the i is not used.**

EXAMPLES.

(a) After Intransitive Verbs:—

- 1 Esgynodd i'r mynydd **i** weled yr haul yn codi
(He ascended the mountain to see the sun rising).
- 2 Rhedant allan **i** glywed y swm
(They run out to hear the sound).

(b) After Transitive Verbs :—

- 1 Bwriadaf (i) ddarllen y llyfr hwn
(I intend to read this book).
- 2 Dysgaf (i) siarad eich iaith
(I learn to speak your language).



THE PRONOUN (RHAGENW).

A PRONOUN (Rhagenw) is a word used instead of a Noun, as :—

Pan glywodd Ioan hyn efe a aeth gartref
(When John heard this *he* went home).

Pronouns are divided into six classes, viz. :—

Personal Pronouns

(Rhagenwau Personol).

Demonstrative Pronouns

(Rhagenwau Dangosol).

Relative Pronouns

(Rhagenwau Perthynol).

Interrogative Pronouns

(Rhagenwau Ymofynol).

Possessive Pronouns

(Rhagenwau Meddianol).

Indefinite Pronouns

(Rhagenwau Anmhenodol).

I. PERSONAL PRONOUNS

(Rhagenwau Personol).

1. **Personal Pronouns** are used instead of the names of persons and things.

NOTE.—To Personal Pronouns, as to Nouns, belong **Gender, Number, Person, and Case**; and they are distinguished in Welsh in the same way as in English.

Personal Pronouns are used in a great variety of forms, in order to speak of a person or thing with a less or greater degree of emphasis. The different forms and modifications depend upon the position assigned to them. The chief forms are :—

- (1.) Simple (Syml).
- (2.) Emphatic (Pwysleisiol).
- (3.) Conjunctive (Cysylltiol).

(1.) **The Simple Form** (Y Dull Syml) is used when no emphasis is to be laid on the Pronoun, as :—

	<i>Unigol.</i>	<i>Singular.</i>	<i>Lluosog.</i>	<i>Plural.</i>
1.	<i>mi, i,</i>	I, me	<i>ni,</i>	we, us.
2.	<i>ti,</i>	thou, thee	<i>chwi,</i>	you.
3.	{ <i>e, ef, fe, o,</i> <i>fo (mas.),</i> <i>hi (fem.),</i>	he, him, it she, her, it	<i>hwy, hwynt,</i> (or in ordinary conversation, <i>nhw, nhwy).</i>	they, them

VOCABULARY to Exercises LV. to LIX.

<i>ac,</i>	and	<i>cadw,</i>	to keep
<i>aeth,</i>	went	<i>caled,</i>	hard
<i>af,</i>	I will go	<i>calon, f.</i>	heart
<i>afal, m.</i>	apple	<i>canlyn,</i>	to follow
<i>allan,</i>	out	<i>cartref, m.</i>	home
<i>ar hyd,</i>	along	<i>cefnais,</i>	I had
<i>arllwys.</i>	to empty	<i>ceffyl, m.</i>	horse
<i>aros,</i>	to wait	<i>ceisto</i>	{ to seek
<i>at,</i>	to	<i>ci, m.</i>	{ to try
<i>biin,</i>	tired	<i>clywed,</i>	dog
<i>braich, f.</i>	arm	<i>coch,</i>	to hear
<i>braded, m.</i>	brother	<i>codi,</i>	red
<i>byr, m.</i>	short	<i>codi,</i>	to rise
<i>ber, f.</i>		<i>credu,</i>	to believe

<i>cyfaill</i> , m.	friend	<i>lawr</i> ,	down
<i>cynhyrfu</i> ,	to disturb	<i>lladrata</i> ,	to steal
<i>cyn'af</i> ,	first	<i>llafurio</i> ,	to labour
<i>cymeryd</i> ,	to take	<i>llo</i> , m.	calf
<i>daeth</i> ,	came	<i>llyfr</i> , m.	book
<i>dafad</i> , f.	sheep	<i>marwr</i> ,	big, large,
<i>deurwch</i> ,	come		great
<i>diolchgar</i> ,	thankful	<i>methu</i> ,	to fail
<i>diwedd</i> , m.	end	<i>myned</i> ,	to go
<i>dychwelyd</i> ,	to return	<i>o</i> ,	of, from
<i>dyfod</i> ,	to come	<i>o'r</i> ,	of the, from the
<i>dywedyd</i> ,	to say	<i>oddi</i> ,	from
<i>du</i> ,	black	<i>oen</i> (s.) m.,	lamb
<i>eglwys</i> , f.	church	<i>wyn</i> (pl.),	lambs
<i>elusen</i> , f.	charity	<i>pell</i> ,	far
<i>gan</i> ,	with	<i>per</i> , f.	pear
<i>ganiddo</i> ,	with him	<i>peth-au</i> , m.	thing-s
<i>gofidïo</i> ,	to grieve	<i>rhag</i> ,	from
<i>gwartheg</i> ,	cattle	<i>rhoddi</i> ,	to give
<i>gweled</i> ,	to see	<i>rhyfedd</i> ,	strange
<i>gwers</i> , f.	lesson	<i>tad</i> , m.	father
<i>gwlad</i> , f.	country	<i>taiith</i> , f.	journey
<i>gwlaw</i> , m.	rain	<i>talw</i> ,	to pay
<i>gwraig</i> , f.	wife, woman	<i>taraw</i> ,	to strike
<i>gwyn</i> ,	white	<i>tarw</i> , m.	bull
<i>gyda</i> ,	with	<i>teithio</i> ,	to journey
<i>heddyw</i> ,	to-day	<i>tlodion</i> (pl.),	the poor
<i>hefyd</i> ,	too, also	<i>tref</i> , f.	town
<i>hela</i> ,	to hunt	<i>troed</i> , f. or m.	foot
<i>heol</i> , f.	road, street	<i>trom</i> , f.	} heavy
<i>hir</i> ,	long	<i>trum</i> , m.	
<i>hoff</i> ,	fond	<i>trwy</i> ,	through
<i>hono</i> , f.	} that	<i>ty</i> , m.	house
<i>hwntw</i> , m.		<i>wrthys</i> ,	to me
<i>i</i> ,	to	<i>yn</i> ,	in
<i>i'r</i> ,	to the	<i>yr</i> ,	the
<i>iddo</i> ,	to him	<i>yr hyn</i> ,	that which
<i>iarwn</i> ,	very	<i>ysgol</i> , f.	school

EXERCISE LV.

Translate into English :—

1 Mi a godaf, ac a af at fy nhad. 2 Aethum i i'r wlad bell. 3 A wyt ti yn dyfod gyda ni? 4 Mae ef yn yr ysgol. 5 Rhoddais y llyfr iddo ef. 6 Efe a

ddyhwelodd gartref. 7 Mae ef wedi myned ailan o'r tŷ. 8 Cefais fy nhalu ganddo ef. 9 Yr oedd hi yn flin gan y daith. 10 Yr ydym ni wedi bod yn yr eglwys. 11 A ddeuwch chwi gyda ni? 12 Aethant hwy allan i'r dref.

(2.) **The Emphatic Form** (Y Dull Pwysleisiol) is used when great emphasis is laid, and the Simple Form is doubled, as :—

	<i>Unigol.</i>	<i>Singular.</i>	<i>Lluosog.</i>	<i>Flural.</i>
1.	<i>my-fi,</i>	I or me	<i>ny ni,</i>	we or us.
2.	<i>ty-di,</i>	thou or thee	<i>chwy-chwi,</i>	you.
3.	<i>e-fe, (m.),</i>	he or him, it	<i>hwynt-hwy</i>	they or them.
	<i>hy-hi (f.),</i>	she or her, it		

NOTE.—These Pronouns are used as Nominatives to Active and Passive Verbs.

EXERCISE LVI.

Translate into English :—

1 Myfi a'i rhoddaf i ti. 2 Tydi a aethost oddi cartref. 3 Dysgodd efe y wers gyntaf. 4 Mae efe wedi llafurio yn galed. 5 Hyhi oedd ei wraig gyntaf. 6 Nyni a'i canlynasom ef. 7 Chwychwi a'i gwelsochi yn dyfod. 8 Hwynthwy a ddywedasant wrthyf.

(3.) **The Conjunctive Form** (Y Dull Cysylltiol) is used when the Pronoun is set in opposition to a word in the preceding clause, and is formed by adding the Suffix tau (too, also) to the Simple Form, as :—

	<i>Unigol.</i>	<i>Singular.</i>	
1.	<i>mi-nau, i-nau,</i>	I or me	} too or also.
2.	<i>ti-thau,</i>	thou or thee	
3.	<i>yn-tau (mas.),</i>	he, him or it	
	<i>hi-thau (fem.),</i>	she, her or it	

<i>Lluosog.</i>	<i>Plural.</i>		
1. <i>ni-nau,</i>	we or us	}	
2. <i>chwi-thau,</i>	you		too or also.
3. <i>hwy-thau, hwynt-au,</i>	they or them		

EXERCISE LVII.

Translate into English :—

- 1 Minau a gredais yr hyn a glywais. 2 Ceisiais inau ddyfod, ond methais. 3 Tithau a ddaethost o'r diwedd. 4 Yr oedd yntau yn hoff iawn o hela. 5 Hithau a hoffodd aros yn y tŷ. 6 Ninau a welsom bethau rhyfedd iawn. 7 Chwithau a roddasoch elusen i'r tlodion. 8 Hwythau a'i cymerodd yn ddiolchgar. 9 Hwyntau a ddaethant hefyd.

SYNTAX OF PERSONAL PRONOUNS
(Cystrawiaeth Rhagenwau Personol).

Pronouns are connected with **Verbs**, **Nouns**, and **Prepositions**.

PERSONAL PRONOUNS CONNECTED WITH
VERBS.

These Pronouns may be used or may be omitted with the Verbs, either preceding or following them, in all their inflections. When emphasis is required we use them thus :—

Simple :	<i>Lleddais</i> y ddafad,	I killed the sheep.
Emphatic :	<i>Lleddais</i> I y ddafad,	I killed the sheep.

RULES RELATING TO THE 1ST PERSON.

Rule 54.—When the Nominative Case comes after a Verb ending in **F**, **R**, or **D**, or when it stands objectively after the

Verb and the Nominative, the 1st Person takes **fi** or **finau**, as :—

Rhodda**F** *FI* or *FINAU*, **I**, or I also, give.
 Rhoddi**R** *FI* or *FINAU*, **I**, or I also, am given.
 Rhoddi**D** *FI* or *FINAU*, **I**, or I also, was given.

Rule 54a.—When the Verb ends in **N**, **M**, or **S**, the 1st Person takes **i** or **inau**, as :—

Adwa**EN** *I* or *INAU*, **I**, or I also, know.
 Aethu**M** *I* or *INAU*, **I**, or I also, went.
 Rhedai**S** *I* or *INAU*, **I**, or I also, ran.

Rule 54b.—When the **Possessive Pronoun** precedes the **Verb**, the **Nominative** and **Objective** take the form of **inau** or **i**, as :—

Fe'm tarewir *I* or *INAU*, **I**, or I also, am struck.
 Pan y'm ceryddir *I* or *INAU*, When **I**, or I also, am chastised.
 Dywed iddo fy ngweled *I* or *INAU*, Say (*or he says*) that he saw me, *or me* also.
 Efe a'm glanhaodd *I* or *INAU*, He cleansed me, *or me* also.
 Y mae Gwilym yn fy ngharu *I* or *INAU*, William loves me, *or me* also.

Rule 55.—The Plural **ni** or **ninau** will take any position, as :—

NI or **NINAU** a ddywedasom, **We**, or we also, said.
 Ymladdasom **NI** or **NINAU**, **We**, or we also, fought.
 Curasant hwy **NI** or **NINAU**, **They** beat us, *or us* also.

RULES RELATING TO THE 2ND PERSON.

Rule 56. — When the **Nominative** comes after the **Verb**, or when the **Verb** is in the **Imperative Mood**, or when the **Verb** ends in **Ch, D, R,** and **T,** or a **Vowel**, or when it stands **Objectively** after the **Verb**, the 2nd Person takes **di** or **dithau**, as:—

DARLLEN di (READ thou),	Imperative Verb.
Fel y ceryCH di ef (that thou mayest love him),	Verb ending in ch.
RhoddasiD di (thou wert given),	” ” d.
Adwaenir di (thou art known),	” ” r.
LlefaIST di (thou criedst),	” ” t.
Ceri di (thou wilt love),	” ” a vowel.
Curodd FY MEISTR di (MY MASTER beat thee),	When the Nominative stands Objectively.
Gwelodd (EFE) dithau (HE saw thee also),	When the Nominative is understood.

Rule 56a.— When the **Possessive Pronoun** precedes the **Verb** the **Nominative** and **Objective** take **di** or **dithau**, as:—

<i>F</i> e' TH <i>gerir</i> di or dithau ,	Thou , or thou also, will be loved.
<i>Dywed</i> DY <i>fod</i> di <i>yno</i> ,	Say thou art there.
<i>Pan</i> y' TH <i>gerir</i> di ,	When thou art loved.
<i>Ioan</i> a' TH <i>garodd</i> di ,	John loved thee .
<i>Y mae</i> <i>Mair yn</i> <i>dy ganmol</i> di ,	Mary praises thee .

Rule 56b.— The Plural **chwi** and **chwithau** will take any position. (See Rule 55 in 1st Person.)

RULES RELATING TO THE 3RD PERSON.

Rule 57. — The Feminine **hi** and **hithau**, the Masculine **yntau**, and the Plural **hwythau** and **hwyntau** will take any position, as :—

HI, <i>or</i> HITHAU, a ganodd	}	She, <i>or</i> she also, sang.
Canodd HI, <i>or</i> HITHAU		
YNTAU a ddaeth	}	He also came.
Daeth YNTAU		
HWYTHAU a welsant	}	They also saw.
Gwelsant HWYTHAU		

Rule 57a. — When the Masculine Nominative or Objective precedes the Verb we employ **efe**, as :—

Efe a ddysgodd,	He learnt.
Efe a darawaf fi,	Him will I strike.

Rule 57b. — When the Nominative follows the Verb employ **efe** or **ef**, as :—

Dywedodd efe , <i>or</i> ef ,	He said.
---	----------

NOTE.—**Efe** is the safer form to use.

Rule 57c. — **Hwynt** is used as Objective following an Active Verb, or as a Nominative following a Passive Verb, as :—

<i>Lladdaf</i> HWYNT,	I kill THEM.
<i>Lleddir</i> HWYNT,	THEY will be killed.

NOTE.—If the Verb ends in **ant** use **hwy**, as :—

<i>LladdANT</i> HWY,	They will kill.
<i>Hwy a laddANT</i> ,	They will kill.
<i>Mair a'u lladd</i> HWY,	Mary will kill them .

PERSONAL PRONOUNS CONNECTED WITH
NOUNS.

Rule 58.—If a **Possessive Pronoun** is to be marked with **emphasis**, a corresponding **Personal Pronoun** must be used after the Noun, as :—

<i>Unigol.</i>	<i>Singular.</i>
1. Fy chwaer I <i>or</i> INAU, ‡	MY sister.
2. DY chwaer DI <i>or</i> DITHAU,	THY sister.
3. { Ei chwaer EF, E, O <i>or</i> YNTAU,	HIS sister.
{ Ei chwaer HI <i>or</i> HITHAU,	HER sister.

<i>Lluosog.</i>	<i>Plural.</i>
1. EIN chwaer NI <i>or</i> NINAU,	OUR sister.
2. EICH chwaer CHWI <i>or</i> CHWITHAU,	YOUR sister.
3. EU chwaer HWY, HWYNT <i>or</i> HWYTHAU,	THEIR sister.

EXERCISE LVIII.

(a) Translate into English :—

1 Fy mraich fer i. 2 Eu ceffylau a'u gwartheg hwy. 3 Ein defaid a'n hwyn ni. 4 Yn fy nghalon drom i.

(b) Translate into Welsh :—

1 Through your house and garden. 2 Her short arm and her long foot. 3 Steal her apples and pears. 4 Her white calf and red bull.

† NOTE—In all these forms ending in AU, "also" may be added to the Pronoun

PERSONAL PRONOUNS CONNECTED WITH PREPOSITIONS.

Rule 59.—Pronouns after Compound Prepositions§ ending with a Substantive, take **i** or **inau**, as :—

<i>Unigol.</i>	<i>Singular.</i>
1. Cymeraist o'M harian I or INAU,	Thou didst take of MY money.
2. Cymeraist o'TH arian DI or DITHAU,	Thou didst take of THY money.
3. { Cymeraist o'I arian EF or YNTAU.	Thou didst take of HIS money.
3. { Cymeraist o'I harian HI or HITHAU,	Thou didst take of HER money.

Rule 59a.—After Pronominal Prepositions§ they take **fi** or **finau**, as :—

Syrthiodd y gareg arNAF FI The stone fell upon ME.

1. ARNAF FI or FINAU,	UPON ME.
2. ARNAT TI or TITHAU,	UPON THEE.
3. { ARNO EF or YNTAU,	UPON HIM.
3. { ARNI HI or HITHAU,	UPON HER.

Reflective Pronouns (called by some grammarians Compound Personal Pronouns) are formed by adding **hun** or **hunan** (self) and **hun** or **hunain** (selves) to the Possessive Pronoun. (See p. 172). Thus :—

<i>Unigol.</i>	<i>Singular.</i>
1. Fy HUN or HUNAN,	MYSELF.
2. Dy HUN or HUNAN,	THYSELF.
3. Ei HUN or HUNAN,	HIMSELF, HERSELF, ITSELF.
<i>Lluosog.</i>	<i>Plural.</i>
1. Ein HUN or HUNAIN,	OURSSELVES.
2. Eich HUN or HUNAIN,	YOURSELVES.
3. Eu HUN or HUNAIN,	THEMSELVES.

§ For a List of these see Prepositions.

2. DEMONSTRATIVE PRONOUNS (Rhagenwau Dangosol).

These Pronouns are divided into several classes to distinguish persons and situation. Only those in common use are given here.

Rule 60.—Those of the **First Class** are used in the simple sense of **this**.

Those in the **Second Class** are used in speaking of a **near object**.

Those in the **Third Class** are used in speaking of an **object out of sight** :—

First Class.

Mas. sing.	<i>hwn,</i>	this
Fem. sing.	<i>hon,</i>	this
Plural	<i>hyn,</i>	these

Second Class.

Mas. sing.	<i>hwna,</i>	that—there
Fem. sing.	<i>hona,</i>	that—there
Plural	<i>hyna or yna,</i>	those—there

Third Class.

Mas. sing.	<i>hwnw,</i>	that
Fem. sing.	<i>hono,</i>	that
Plural	<i>hyny,</i>	those

NOTE.—**Hyn** and **hyny** are sometimes used in a **Singular** sense in South Wales, as *Y dyn hyn* ; *Y ty hyn*. These forms are, however, ungrammatical, and should not be employed.

EXERCISE LIX.

Translate into English :—

1 Gwelais y tŷ mawr hwnw heddyw. 2 A welaist ti y ci du hwnw ? 3 Aethum i weled y dref fawr hono. 4 Bu hi yn teithio ar hyd yr heol hon. 5 Ni

ddaeth fy nghyfaill; hyn a'm gofidiodd. 6 Arllwys-
odd y gwlaw i lawr, yr hyn a'm cadwodd rhag myned.
7 Tarawodd efe fy mrawd; hyn a'm cynhyrfodd i.

SYNTAX.

Demonstrative Pronouns are used either by themselves or in connection with Nouns.

Rule 6I.—When they are joined to Nouns, they take the **last place**, and the Noun is always **preceded by the Article**, as :—

Y dyn hwn, This man.

Rule 6Ia.—A **Singular Noun** with any Numeral Adjective **above one**, requires the **Demonstrative** to be in the **Plural** number, as :—

Y pedwar ceffyl hyn, These four horses.
Y tair dynes yna, Those three women.

Rule 6Ib. — **Hyn** a **hyny**. — These Demonstratives are used as Nouns when reference is made to circumstances, a sentence, or part of a sentence, expressed or understood, in which case they are used in the Singular sense, **hyn** (this), **hyny** (that), as :—

Hyn sydd dda, This is good.
Yn hyn mae prydferthwch, In this is beauty.
Hyn sydd yn oleuni i mi, This is a light to me.
Hyny sydd yn gysur i'r teulu, That is a comfort to the family.

NOTE.—**Y rhai hyn** (these) and **y rhai hyny** (those) are, in common use, often contracted into **y rhai'n, y rhei'ny**. These forms should, however, never be used coupled with Nouns. Thus :—

INCORRECT : *Yn y dyddiau rhai'n* (In these days).

CORRECT : *Yn y dyddiau hyn* (In these days).

INCORRECT : *Yn y dyddiau rhei'ny* (In those days).

CORRECT : *Yn y dyddiau hyny* (In those days).

Rule 61c.—**Dyma** and **dyna** may be substituted for **hyn** and **hyny**, as the Subject or Object of the Verb.

Dyma refers to what has gone before, or what is *here*; **dyna** refers to what is coming, or what is *there*.

NOTE.—These must take precedence in the clause, as :—

Dyma yw'r cwbl a ddywedais, ei fod yn well na mi,
This is all I said, that he is better than I.

It will be noticed that **dyma** and **dyna** generally include the copula. Thus :—

Dyma'r llyfr goreu
= **Hwn yw'r llyfr goreu** } **This is** the best book

Dyna'r llyfr goreu
= **Hwna yw'r llyfr goreu** } **That is** the best book.

3. RELATIVE PRONOUNS (Rhagenwau Perthynol).

Relative Pronouns stand for the names of persons and things, and refer to the person or thing for which they stand. They are divided into three classes.

Rule 62.—Relatives of the **First Class** denote **Gender** and **Number**, and agree with their Antecedents in Gender, Number, and Person, as :—

	<i>Singular.</i>	<i>Plural.</i>	
Masculine	<i>yr hwn,</i>	<i>y rhai,</i>	who, which, that.
Feminine	<i>yr hon,</i>	<i>y rhai,</i>	who, which, that.

NOTE.—**Yr hyn** (what, which, that which) generally refers to a whole sentence or clause as its antecedent, and is not plural, as :—

Dysgasoch eich gwrs, **yr hyn** sydd yn glod i chwi,
You have learnt your lesson, **which** is a credit to you.

Rule 63.—Guard carefully against the common error of using the Interrogatives **pa un** and **pa rai** for the Relatives **yr hwn** (or **yr hon**), and **y rhai**. Thus :—

Incor. *Dyma y wers, pa un a ddysgais.*

Cor. *Dyma y wers, yr hon a ddysgais.*

Incor. *Ymosododd Caradog ar y Rhufeiniaid, pa rai a ffoisant.*

Cor. *Ymosododd Caradog ar y Rhufeiniaid, y rhai a ffoisant.*

Rule 64.—Relatives of the **Second Class** denote **Number only**, and agree with their Antecedents in **Number and Person**, as :—

Singular :	Plural :	
<i>y neb,</i>	} <i>y rhai</i> }	} whoever, whosoever.
<i>yr un,</i>		
<i>y sawl,</i>		
	<i>y sawl</i> }	

Rule 65.—Relatives of the **Third Class** have **no variations**. The chief of these are :—

<i>ag, a'r,</i>	who, which, that.
<i>prwy bynag,</i>	whosoever.

Both these are indeclinable.

pa.....bynag, whatsoever, whichsoever.

This may be of any Gender, Number, or Person, according to the word that is placed between **pa** and **bynag**, as :—

Pa fachgen bynag,	Whatsoever boy.
Pa ferch bynag,	Whatsoever girl.

NOTE.—The Relative Pronoun is very often omitted in the construction of sentences. In such cases the Relative itself is understood, and **a**, **y**, or **yr** are carefully retained. Thus :—

<i>Hwn yw y llyfr</i>	<i>a</i>	<i>ddefnyddir.</i>
This is the book	that is	used.
<i>Hwn yw y llyfr</i>	<i>yr hwn a</i>	<i>ddefnyddir.</i>
<i>Hwn yw y llyfr</i>	<i>y</i>	<i>cyfeiriais ato.</i>
This is the book	which	I referred to.
<i>Hwn yw y llyfr</i>	<i>yr hwn y</i>	<i>cyfeiriais ato.</i>

4. INTERROGATIVE PRONOUNS (Rhagenwau Ymofynol).

Interrogative Pronouns are used in asking questions. They are **Pwy** and **Pa**.

Rule 66—**Pwy** (who) is used only in relation to persons, and is both Masculine and Feminine, and should not be joined to a Noun, as :

<i>Pwy yw hwn?</i>	Who is this? (Masculine).
<i>Pwy yw hon?</i>	Who is this? (Feminine).
<i>Pwy yw y rhai hyn?</i>	Who are these?

Rule 66a.—**Pa** (what) relates to any object, and is followed by a Noun or its equivalent, as :

<i>Pa ddyn yw hwn?</i>	What man is this?
<i>Pa ddynes yw hon?</i>	What woman is this?
<i>Pa lyfrau yw y rhai hyn?</i>	What books are these?

NOTE.—It will be seen that **Pwy** is really used as a Noun, and **Pa** as an Adjective.

Pa is sometimes omitted, the word immediately following being used as an Interrogative. Thus :—

<i>Pa beth yw hyn?</i>	} What is this?
<i>— Beth yw hyn?</i>	
<i>Pa sawl llyfr sydd genych?</i>	} How many books have you?
<i>— Sawl llyfr sydd genych?</i>	
<i>Pa faint dalwyd?</i>	} How much was paid?
<i>— Faint dalwyd?</i>	

5. POSSESSIVE PRONOUNS (Rhagenwau Meddianol).

Possessive Pronouns are used to show ownership. The simple forms are always joined to Nouns, as .

Fy *nhad* (My father). **Dy** *fam* (Thy mother), &c.

POSSESSIVE PRONOUNS.

<i>Singular.</i>	<i>Plural.</i>
1. <i>Fy</i> , my.	<i>Ein</i> , our.
2. <i>Dy</i> , thy.	<i>Eich</i> , your.
3. <i>Ei</i> , his, her, its.	<i>Ei</i> , their.

Rule 67.—Another form of Simple Possessive Pronoun is used after Vowels, as :—

<i>Singular.</i>	<i>Plural.</i>
1. 'm	'n
2. 'th	'ch.
3. 'i	'u.

EXAMPLES.

Myfi a'm chwaer,	I AND my sister.
Deuaf i'th dy,	I will come TO thy house.
Cododd o'i wely,	He rose FROM his bed.
Cododd o'i gwely,	She rose FROM her bed
Ein llechi a'n llyfrau,	Our slates AND our books.
Daethoch o'ch lle,	You have come FROM your place.
Aethant o'u ffordd,	They went OUT OF their way.

Rule 68.—When **ei** (Singular) and **eu** (Plural) are preceded by **i** (to) they are changed into **w**.

Thus instead of	<i>Aeth i ei dy,</i>
we say	<i>Aeth i'w dy;</i>
and instead of	<i>Aethant i eu gwlad,</i>
we say	<i>Aethant i'w gwlad.</i>

Rule 69.—A compound form of Possessive Pronoun, which instead of a Noun takes a Personal Pronoun after it, is also used :—

<i>Singular.</i>	<i>Plural.</i>
1. <i>Eiddof fi</i> (mine).	1. <i>Eiddom ni</i> (ours).
2. <i>Eiddot ti</i> (thine).	2. <i>Eiddoch chwi</i> (yours).
3. } <i>Eiddo ef</i> (his).	3. <i>Eiddynt hwy</i> (theirs).
} <i>Eiddo hi</i> (hers).	

EXERCISE LX. *

Translate into Welsh :—

1. My pen broke. 2. Your clock stopped. 3. My box contains nuts. 4. He kept my book. 5. We lose our time. 6. The sly fox stole our ducks. 7. I have thy knife. 8. She has her needle. 9. Give him his book. 10. This is their house.

EXERCISE LXI. *

(a) Translate into Welsh :—

1. He brings mine. 2. I have thine. 3. She has hers. 4. You have ours. 5. They sold theirs. 6. We have yours. 7. A careless boy lost mine. 8. James forgot yours. 9. I had mine. 10. Mine and thine are hers. 11. Ours and theirs are yours.

(b) Translate into English :—

1. Fy nhad i a'th frawd dithau. 2. Hwn yw ein ty ni. 3. Hwn sydd eiddom ni. 4. Ei eiddo ef yw y llyfr. 5. Ein brawd a'n chwaer a aethant i'w gwlad.

* The Vocabulary for these Exercises will be found on p. 172.

VOCABULARY—Exercises LX. to LXV.

book,	<i>llyfr</i> , m.	James,	<i>Iago</i> , m.
box,	<i>blwch</i> , m.	keep,	<i>cadw</i>
boy,	<i>bachgen</i> , m.	knife,	<i>cyllieil</i> , f.
break,	<i>tori</i>	lose,	<i>colli</i>
bring,	{ <i>dod</i>	needle,	<i>nodwydd</i> , f.
	{ <i>dwyn</i>	nut,	<i>cneuen</i> , f.
careless,	<i>esgeulus</i>	nuts,	<i>cnau</i>
contain,	<i>cynwys</i>	pen,	<i>ysgrifbin</i> , m.
clock,	<i>awrlais</i> , m.	sell,	<i>gwerthu</i>
duck	<i>hwyad</i> , f.	sly,	<i>cyfrwys</i>
forget,	<i>anghofio</i>	steal,	<i>lladrata</i>
fox,	{ <i>llwynog</i> , m.	stop,	<i>aros</i>
	{ <i>cadnaw</i> , m.	time,	<i>amser</i> , m.
house,	<i>ty</i> , m.		

<i>adref</i> ,	home	<i>gorfu</i> ,	compelled
<i>bedyddio</i> ,	to baptise	<i>gormod</i> ,	too much
<i>brwdd</i> , m.	brother	<i>gosod</i> ,	to place
<i>broyta</i> ,	to eat	<i>gwaelod</i> , m.	bottom
<i>claf</i> ,	ill	<i>gwlaw</i> , m.	rain
<i>credu</i> ,	to believe	<i>heddyw</i> ,	to-day
<i>cyfoethog</i> ,	rich	<i>liaw</i> , f.	hand
<i>cymeryd</i> ,	to take	<i>llawr</i> , m.	{ ground
<i>chwaer</i> , f.	sister	<i>Mair</i> , f.	floor
<i>derwen</i> , f.	oak tree	<i>mam</i> , f.	Mary
<i>dichon</i> ,	{ perhaps	<i>mater</i> , m.	mother
	{ it is possible	<i>myned</i> ,	matter
<i>drws</i> , m.	door	<i>pen</i> , m.	to go
<i>dydd</i> , m.	day	<i>perchen</i> , m.	head
<i>dyeithr</i>	strange	<i>plentyn</i> , m.	owner
<i>dyn-ion</i> , m.	man, men	<i>pwysig</i> ,	child
<i>dysgu</i>	to learn	<i>sefyll</i> ,	important
<i>ffyddlawm</i> ,	faithful	<i>tad</i> , m.	to stand
<i>eglwys</i> , f.	church	<i>wy</i> , m.	father
<i>enill</i> ,	need	<i>ysgol</i> , f.	egg
<i>gonest</i> ,	to win	<i>ystafell</i> , f.	school
	honest		room

SYNTAX OF POSSESSIVE PRONOUNS.

Rule 70.—Possessive Pronouns precede the Nouns to which they belong, as :—

<i>Fy mam,</i>	<i>My mother.</i>
<i>Dy dad,</i>	<i>Thy father.</i>

Rule 70a.—When the Possessive is required to be **emphatic** a corresponding Personal Pronoun is placed after the Noun, as :—

Ei dad ef=his father of him=his father.

When still greater emphasis is required the Pronouns *fy hun*, *dy hun* (own) are placed after the Noun, as :—

<i>Fy ngwraig fy hun,</i>	<i>My own wife.</i>
<i>Fy ngwraig i fy hun,</i>	<i>My own wife.</i>

Rule 71.—*Ym* (my), *eich* (yours), *ein* (our), *eu* (their), are followed by the Radical Sound,* as :—

<i>Mi a'm tad,</i>	<i>I and my father.</i>
<i>Ni a'n tad,</i>	<i>We and our father.</i>
<i>Efe a'm carodd,</i>	<i>He loved me.</i>
<i>Daeth i'm caru,</i>	<i>He came to love me.</i>

Rule 71a.—*Dy*, *y'th* (thy), *ei* (his), govern the First Remove,* as :—

<i>Dy dad,</i>	<i>Thy father.</i>
<i>Ei dad,</i>	<i>His father.</i>
<i>Efe a'th garodd,</i>	<i>He loved thee.</i>
<i>Daeth i'th garu,</i>	<i>He came to love thee.</i>

* See the chapter on Mutation of Initial Consonants, pp. 22—28, First Stage

Rule 71b.—Fy (my) governs the **Second Remove**,* as :—

Fy *nhad*, My father.

Rule 71c.—Ei (her) governs the **Aspirate Sound**, or **Third Remove**, as :—

Daeth i'w charu, He came to love her.

EXERCISE LXII.

Translate into English :—

1. Efe yw fy nhad i a'ch brawd chwithau.
2. Mair yw ei chwaer ef a'n mam ni.
3. Ein tad yw hwn.
4. Gosodwch eich llaw ar ei ben ef, ac ar ei llaw hi.
5. Dy frawd yw perchen eu ty hwy.
6. Yr eiddom ni sydd eiddoch chwithau.
7. Yr eiddot ti a'r eiddof finau yr un ydynt.
8. Mae yr eiddo ef a'r eiddo hi genym ni.
9. Wyf, yr eiddoch yn ffyddlawn.

NOTE.—The Possessive forms, **fy, ym, dy, yth, ei, ein, eich, eu**, and their contracted forms (Rule 67), are often used before Verbs and Participles, and in conjunction with certain Prepositions. Thus :—

Efe a'n	DYSGODD,	He TAUGHT us.
Mae efe yn	ein	DYSGU, He TEACHES us
Chwi a'm	GWELSOCH,	You SAW me.
Daw i'w	CEISIO,	He will come TO SEEK them.
Aeth o'm	BLAEN,	He went BEFORE me.
Daw ar	dy	OL, He will come AFTER thee.

For further examples, see Rules 54b, 56a.

See the chapter on Mutation of Initial Consonants, pp. 22–23, First Stage.

6. INDEFINITE PRONOUNS (Rhagenwau Anmhenodol).

Indefinite Pronouns are those which, in addition to standing for the names of persons or things, also show number or quantity, as, **amryw** (several), **pawb** (all), &c.

Rule 72.—Indefinite Pronouns may be classified according to their relation to the Noun for which they stand.

Rule 72a.—The Indefinite Pronouns following the Substantives which they qualify, are :—

Arall, another,	} as	{	<i>Ysgol arall</i> , Another school.
Oll, all,			<i>Y plant oll</i> , All the children.

Rule 72b.—The Cardinal and Ordinal Number precede the Substantive, except the word **first**, as :—

Dychwelodd y PLENTYN cyntaf i'r ysgol, The first CHILD returned to school.

Bu farw y pumed PLENTYN, The fifth CHILD died.

Rule 72c.—Those employed with a Substantive word, are :—

<i>ambell</i> , some, few	|	<i>rhyw</i> , some
<i>holl</i> , all		<i>sawol</i> , many
<i>pob</i> , every		<i>unrhyw</i> , &c. &c.

EXERCISE LXIII.

Translate into English :—

1 Yr oedd ambell dderwen ar lawr. 2 Aeth yr holl ddyinion i waelod y pwll. 3 Nid ydyw pob plentyn yn yr ysgol yn gyfoethog. 4 Safodd rhyw ddyn dycyithr o'r tu allan i'r drws. 5 Cymerwyd sawl un o'r plant yn glaf. 6 Rhoddaf ef i unrhyw ddyn sydd yn onest.

Rule 72d.—Those employed with or without a Substantive word, are —

<i>amryw</i> , several	<i>peth</i> , some (as applied to quantity)
<i>amrai</i> , several	<i>rhai</i> , some (as applied to number)
<i>arall</i> , another	<i>un</i> , one
<i>eraill</i> (pl.), other	<i>y un</i> , any
<i>cyfryw</i> , such	<i>unrhyw</i> , any
<i>y fath</i> , such	<i>y naill</i> , the one
<i>dim</i> , any	<i>y sawl</i> , such
<i>neb</i> , anybody	

EXERCISE LXIV.

Translate into English :—

1 Dichon fod amryw yn yr eglwys heddyw. 2 Yr oedd un arall yn sefyll o'r tu allan. 3 Nid oes y fath yn bod yn y lle. 4 Y neb a gredo, a fedyddier. 5 Dywed rhai mai nid myfi a'i enillodd. 6 Nid oes dim a fynoch chwi â'r materion pwysig hyn.

Rule 72e.—The following either stand alone or have the Preposition O (of) between them and the Substantive or Substantive words :—

<i>cymaint</i> , as or so much	<i>pa faint</i> , how much	<i>llawer</i> , much, many
<i>cynifer</i> , as or so many	<i>rhagor</i> , more	<i>Ni...fawr</i> , but few, but little
<i>chwancg</i> , <i>ychwaneg</i> , more	<i>rhy fach</i> , too little, too few	<i>Ni...nawer</i> , but few, but little
<i>gormod</i> , too much, too many	<i>tifyn</i> , a little	<i>Ychydig</i> , a few, a little.
<i>uwch</i> , more	<i>y rhan fwyaf</i> , the greatest part	

EXERCISE LXV.

Translate into English :—

1 Yr oedd cynifer yno, nes gorfu i rai fyned adref. 2 Y mae cynifer o wyau genyf, fel nas gallaf eu bwyta. 3 A oes arnoch eisieu ychwaneg? 4 Y mae gormod o blant yn yr ystafell hon. 5 Y mae eisieu rhagor o ddysg ar rai plant. 6 Gwlawiodd ychydig y dydd o'r blaen.

SYNTAX.

Rule 73.—The Initial Consonant of a Noun may be changed by the Indefinite Pronoun going before it.*

Rule 73a.—The following govern the Radical Sound*—*dim, neb, peth, pob, llawer, rhai, sawl, un, yr un*, as :—

<i>Y mae peth tan ar yr aelwyd,</i>	There is some fire on the hearth .
<i>Cafodd pob creadur ei ollwng yn rhydd,</i>	Every creature was set free.
<i>Gwelson lawer cadnaw ar y graig,</i>	We saw several foxes on the rock.
<i>Y mae rhai ffyrdd wedi eu cau,</i>	Some roads have been closed.
<i>Pa sawl blentyn sydd yn yr ysgol heddyw,</i>	How many children are in school to-day?
<i>Cefais yr un llyfr gan fy nhad,</i>	I had the same book with my father.

Rule 73b. The others govern the First Remove,* as :—

<i>Nid oedd yr holl blant yn myned gartref,</i>	All the children were not going home.
<i>Y fath olw^o wael oedd arno,</i>	There was such a poor look on him (He looked so ill).
<i>Rhoddaf hwn i unrhyw blentyn a'i enillio,</i>	I will give this to any child who wins it.

* See the chapter on Mutation of Initial Consonants, pp. 22—28, First Stage

RULES RELATING TO THE NUMBER OF INDEFINITE PRONOUNS.

Rule 74a.—The following are always used in the **Singular sense**, and if joined to a Noun, **the Noun must be Singular**—*ambell* (some, few), *arall* (another), *neb* (anybody), *pob* (every), *sawl* (many).

Rule 74b.—The following are always used in the **Plural sense**, and if joined to a Noun, that **Noun must be Plural**—*amryw*, *amrai* (several), *eraill* (others), *pawb* (all), *rhai* (some).

Rule 74c.—These words, if followed **immediately** by a **Noun**, require the Noun to be in the **Singular**; but if the **Preposition** *o* (of) be placed **between** them, the Noun must be **Plural**. *Gormod* (too much, too many), *llawer* (many, much), *nemawr* (but few, but little), *un* (one), as :—

Llawer MERCH, Many A GIRL.
Llawer O FERCHED, Many (of) GIRLS.

Rule 74d.—The following words are used for **either Singular or Plural**—*cyfryw* (such), *fath* (such), *unrhyw* (any), *ychedig* (little, singular), *ychedig* (few, plural), as :—

Y cyfryw DDYN, Such A MAN.
Y cyfryw DDYNION, Such MEN.

THE ADVERB (RHAGFERF).

An ADVERB (Rhagferf) is used to qualify a Verb or an Adjective, as :—

DYSGWN *ein gwrs* heddyw
(We WILL LEARN our lesson to-day).

Mae hwn yn DDA iawn
(This is very GOOD)

Adverbs are called Simple (Syml) or Compound (Cyfansawdd).

Simple Adverbs (Rhagferfau Syml) consist of one word only, as *heddyw* (to-day), *acw* (yonder), *ddoe* (yesterday).

Compound Adverbs (Rhagferfau Cyfansawdd) consist of two or more words, as, *oddi uchod* (from above), *o hyn allan* (from this [time] out).

Adverbs are divided into several classes.

VOCABULARY for the Exercises on the Adverbs (Exercises LXVI. to LXXXI.)

[NOTE.—The following list contains all the new words used in the Exercises named, except the Adverbs themselves, which will be found under their respective headings.]

<i>aderyn</i> , m.	bird	<i>Arglwydd</i> , m.	Lord
<i>afal</i> , m.	apple	<i>athraw</i> , m.	teacher
<i>afon</i> , f.	river	<i>awyren</i> , f.	balloon
<i>anfoesgar</i> ,	uncourteous	<i>bach</i> ,	small
<i>anmhosibl</i> ,	impossible	<i>bachgen</i> , m.	boy
<i>anrheg</i> , f.	present, gift	<i>beiddio</i> ,	to dare

<i>blwydd</i> , f.	year	<i>dysgedig</i> ,	learned
<i>brwdd</i> , m.	brother	<i>dysgu</i> ,	to learn
<i>brwriadu</i> ,	to intend	<i>dysgwyl</i> ,	to expect
<i>brwyta</i> ,	to eat	<i>edrych</i> ,	to look
<i>cadw</i> ,	to keep	<i>ehedeg</i> ,	to fly
<i>caiff</i> ,	shall get, shall	<i>eisieu</i> ,	to want, to need
<i>cais</i> , m.	request	<i>euog</i> ,	guilty
<i>calon</i> , f.	heart	<i>ffaeledig</i> ,	feeble
<i>saled</i> ,	hard	<i>ffair</i> , f.	fair (Noun)
<i>caniatad</i> , m.	permission	<i>ffordd</i> , f.	way
<i>canu</i> ,	to sing	<i>ffurfafen</i> , f.	air
<i>capel</i> , m.	chapel	<i>gafaelu</i> ,	to seize
<i>cario</i> ,	to carry	<i>galluog</i> ,	able
<i>caru</i> ,	to love	<i>garddwr</i> , m.	gardener
<i>cashau</i> ,	to hate	<i>geni</i> ,	born
<i>ceffyl</i> , m.	horse	<i>glawr</i> , m.	collier
<i>cerdded</i> ,	to walk	<i>gobeithio</i> ,	to hope
<i>ciniaw</i> , m. & f.	dinner	<i>gweithred</i> , f.	act
<i>clddyf</i> , m.	sword	<i>gwers</i> , f.	lesson
<i>clod</i> , m.	praise	<i>gwraig</i> , f.	woman, wife
<i>clywed</i> ,	to hear	<i>gwyn</i> ,	white
<i>codi</i> ,	to rise	<i>gyda, gydag</i> ,	with
<i>craig</i> , f.	rock	<i>hardd</i> ,	beautiful
<i>credu</i> ,	to believe	<i>Ioan</i> , m.	John
<i>crwmpo</i> ,	to fall	<i>llofruddio</i> ,	to murder
<i>cydsynio</i> ,	to agree	<i>Llundain</i> ,	London
<i>cyngherdd</i> , f.	concert	<i>llyfr</i> , m.	book
<i>cymaint</i> ,	as much,	<i>mam</i> , f.	mother
<i>cynal</i> ,	to support	<i>man</i> , m.	place
<i>cynefin</i> ,	accustomed	<i>medu</i> ,	can
<i>cyrhaedd</i> ,	to reach	<i>med. yg, m.</i>	doctor
<i>daear</i> , f.	earth	<i>meistr</i> , m.	master
<i>dalen, dail</i> , f.	leaf, leaves	<i>merch</i> , f.	girl
<i>dall</i> ,	blind	<i>merlyn</i> , m.	pony
<i>darllen</i> ,	to read	<i>mynydd</i> , m.	mountain
<i>dau</i> ,	two	<i>naw</i> ,	nine
<i>digon</i> ,	enough	<i>neb</i> ,	anyone, no one
<i>disgyn</i> ,	to descend	<i>neidio</i> ,	to leap, to jump
<i>diwrnod</i> , m.	day	<i>oed</i> ,	old, age
<i>dolur</i> , m.	disease	<i>ofni</i> ,	to fear
<i>dosbarth</i> , m.	class	<i>ohonynt</i> ,	of them
<i>drwg</i> ,	wicked, bad	<i>parhau</i> ,	to continue
<i>dweyd</i> ,	to say	<i>parwb</i> ,	everybody
<i>dwfr</i> , m.	water	<i>pell</i> ,	far
<i>dyddiol</i> ,	daily	<i>pen</i> , m.	head
<i>dyn</i> , m.	man	<i>plentyn</i> , m.	child

<i>poŵl</i> ,	people	<i>teg</i> ,	fair (Adj.)
<i>prydawn</i> , m.	afternoon	<i>llawd</i> ,	poor
<i>prynu</i> ,	to buy	<i>torf</i> , f.	crowd
<i>pwll</i> , m.	pit	<i>tref</i> , f.	town
<i>rhagorol</i> ,	excellent	<i>trefnus</i> ,	orderly
<i>rhedeg</i> ,	to run	<i>tua</i> , <i>tuag</i> ,	towards
<i>rhodio</i> ,	to walk	<i>ty</i> , m.	house
<i>rhwydd</i> ,	easy	<i>ynddangos</i> ,	to appear
<i>sicr</i> ,	certain	<i>ynddygiad</i> , m.	behaviour
<i>Sul</i> , m.	Sunday	<i>ysgol</i> , f.	school
<i>syrthio</i> ,	to fall	<i>ysgolfeistr</i> , m.	schoolmaster
<i>tad</i> , m.	father	<i>ysgrifenu</i> ,	to write
<i>taflu</i> ,	to throw	<i>wylo</i> ,	to weep
<i>taro</i> ,	to strike		

CLASSES OF SIMPLE ADVERBS.

1. ADVERBS OF TIME
(Rhagferfau Amseroi).

<i>amibell dro</i> ,	} sometimes	<i>eto</i> ,	again, yet
<i>amibell waith</i> ,		<i>heddyw</i> ,	to-day
<i>ar fyr</i> ,	shortly	<i>heno</i> ,	to-night
<i>ar ôl</i> ,	behind	<i>maes o law</i> ,	presently
<i>ar y pryd</i> ,	at the time	<i>mezon pryd</i> ,	in time
<i>beunydd</i> ,	daily	<i>neithiwr</i> ,	last night
<i>cyhyd</i> ,	so long	<i>o hyd</i> ,	continually
<i>cynt</i> ,	formerly	<i>o hyn allan</i> ,	henceforth
<i>drachefn</i> ,	again	<i>o'r blaen</i> ,	before
<i>doe</i> ,	yesterday	<i>twastad</i> ,	} always, conti-
<i>echioe</i> ,	f the day before	<i>yn wastadol</i>,		nually
	} yesterday	<i>weithiau</i> ,	sometimes
		f the night be-	<i>yforu</i>,	to-morrow
<i>echnos</i> ,	fore last	<i>yn awr</i> ,	now
<i>eisoes</i> ,	already	<i>yrwan</i> (N. W.),	now
<i>eleni</i> ,	this year	<i>yn foreu</i> ,	} early
<i>erioed</i> ,	ever (past time)	<i>yn gynar</i> ,	
<i>byth</i> ,	ever (future time)	<i>yn union</i> ,	immediately

EXERCISE LXVI.

Point out the Adverbs in the following sentences, and give their English equivalents :—

- 1 Yr oeddwn gydag ef heddyw. 2 Nis gallem

ddyfod yn ol neithiwr. 3 Nid oedd neb o honynt yma mewn pryd. 4 A oeddynt hwy gydag ef ar y pryd? 5 Pan ddeuent yma, byddent wastad yn canu. 6 Pan fyddont gyda ni codant yn foreu. 7 Pa le y buost cyhyd cyn dyfod? 8 Yr wyf wedi bod yna o'r blaen. 9 Yr oedd y dyn yn cerdded ar ol y dorf 10 Ni chaiff efe fod yn fachgen drwg o hyn allan.

EXERCISE LXVII.

Translate the above sentences into English.

2. ADVERBS OF PLACE (Rhagferfau Lleol).

<i>acw,</i>	yonder	<i>oddifewn,</i>	from within
<i>adref,</i>	home	<i>odditanodd,</i>	under
<i>allan,</i>	out	<i>oddiyma,</i>	hence
<i>ar ol,</i>	behind	<i>oddiyna,</i>	thence
<i>ar wahan,</i>	apart	<i>o'r neilldu,</i>	aside
<i>gartref,</i>	at home	<i>yma,</i>	here
<i>i fyny,</i>	upward, up	<i>ymaith,</i>	hence, away
<i>i lawr,</i>	downward,	<i>yna,</i>	there
	down	<i>yn mlaen,</i>	forward
<i>i maes,</i>	out	<i>yn ol,</i>	back
<i>i mewn,</i>	within	<i>yn ymyl,</i>	near
<i>isod,</i>	below	<i>tanodd,</i>	underneath
<i>obry,</i>	below	<i>trosodd,</i>	over
<i>oddeutu,</i>	about	<i>trwodd,</i>	through

EXERCISE LXVIII.

Point out the Adverbs, stating their kind, and giving their English equivalents.

1 Mae y goeden fawr acw yn hen iawn. 2 Daethom adref o'r ysgol yn gynar heddyw. 3 Yr wyf yn myned o gartref yr wythnos nesaf. 4 Aeth y llong allan â mil o ddwylaw ynddi. 5 Mae mam Ioan yn byw obry yrwan. 6 Cyrhaeddodd y llythyr-gludydd yma yn fore heddyw. 7 Nid yw efe yna yn awr. 8 Cafodd y

bachgen ei anfon ymaith i'r wlad. 9 Yn mlaen o hyd yr aethant. 10 Gosododd y dyn ei fantell o'r neilldu ar y berth. 11 Gollyngasant yr awyren i fyny i'r awyr. 12 Aeth y dynion a'r ceffylau i lawr i'r pwll. 13 Yr oedd y dyn yn rhy ddiweddar a daeth yn ol. 14 Gadawsant y dyn ffaeledig ar ol. 15 Yr ydym yn awr yn ymyl ty y boneddwr. 16 Aeth rhai dynion allan cyn diwedd y cyfarfod. 17 Daeth i mewn i'r ysgol oddi yna.

EXERCISE LXIX.

Translate the above sentences into English.

2a. **Adverbs of Showing** (Rhagferfau Dangosol).

<i>dacw,</i>	yonder (is)	|	<i>dyna,</i>	there (is)
<i>dyma,</i>	here ,,	|	<i>wela,</i>	behold

EXERCISE LXX.

Translate into English:—

1 Dacw'r fan lle y llofruddiwyd fy mam. 2 Dyma'r ty y cefais fy ngeni ynddo. 3 Dyna ein hysgol ddyddiol ni. 4 Wela fy meistr yn dyfod i edrych am danaf.

3. ADVERBS OF QUALITY

(Rhagferfau Ansoddol).

<i>yn dda,</i>	well	|	<i>yn isel,</i>	lowly
<i>yn ddrwg,</i>	ill, badly	|	<i>yn gyfiawn,</i>	justly
<i>yn uchel,</i>	highly	|	<i>yn anghyfiawn,</i>	unjustly

Rule 75.—Adverbs of Quality are formed by prefixing **yn** to a common **Adjective**, and changing the **initial** sound

into the **First Remove**,* as :—

Da (good), *yn DDa* (well).
cyfiawr (just), *yn Gyfiawr* (justly).

Rule 75a.—When these Adverbs **begin** a sentence they drop the **yn** and use the radical sound, as :—

Cywir yr atebaist, or } Thou didst answer correctly.
Atebaist yn Cywir, }

It would be incorrect to say, “*Yn gywir yr atebaist.*”

Rule 75b.—If these Adverbs come immediately before the words modified by them, they require the first consonant of that word to be of the **First Remove**,* as :—

<i>Galwodd</i> ,	he called	|	<i>Gweddiodd</i> ,	he prayed
<i>Uchel alwodd</i> ,	he called aloud	|	<i>Taer weddiodd</i> ,	he prayed [earnestly]

EXERCISE LXXI.

(a) Point out the Adverbs in the following sentences, and give their English equivalents :—

1 Rhagorol y gwnaethost dy wersi. 2 Mae'r plant yn y dosbarth hwn yn ddiwg. 3 Ehedodd yr adar yn uchel yn yr awyr. 4 Disgynodd y glowr yn isel yn y ddaear. 5 Cyfiawn yw yr hwn a rodia yn ffyrdd ei Arglwydd. 6 Gweithredodd yn anghyfiawn.

(b) Translate the above sentences into English.

* See the chapter on Mutation of Initial Consonants, pp. 22—24, First Stage.

EXERCISE LXXII.

(a) Place suitable Adverbs of Quality after the following Verbs :—

Canu, dysgu, darllen, rhedeg, neidio, ysgrifenu.

(b) Make sentences containing the Verbs and Adverbs you have used.

4. ADVERBS OF QUANTITY (Rhagferfau Meintol).

<i>braidd</i> ,	nearly, hardly	<i>mwymwy</i> ,	more & more
<i>bron</i> ,	nearly, almost	<i>prin, digon prin</i> ,	hardly,
<i>bychan</i> ,	small		[scarcely
<i>llawer</i> ,	much, many	<i>ychedig</i> ,	little
<i>mawr</i> ,	large	<i>yn agos</i> ,	nearly, almost
<i>mwymwy</i>	more		

Rule 76.—**POSITION :** Adverbs of Quantity may either precede or follow the Verb, the Subject, and the Object, or come between them.

Rule 76a.—**Braidd, prin, bron** and **agos** with **y** or **yr** placed before the "Finite Verb" are "hardly," "scarcely," as :—

Prin YR OEDD *yn bosibl ceryddu'r dyn*
(IT WAS **scarcely** possible to blame the man).
Braidd Y CROESODD *Tom yr afon*
(Tom **hardly** CROSSED the river).

Rule 76b.—**Ni...prin, ni...braidd, ni...bron**, placed after the "Finite Verb," are "hardly," "scarcely," as :—

Nid OES **prin** *awr er pan fu yma*
(There IS **scarcely** an hour since he was here).

Rule 76c. — Braidd...na, prin...na, bron...na, agos...na, placed before the "Finite Verb," are "nearly," "almost," as :—

Braidd na DDYWEDWN *hyny*
(I WOULD almost SAY that).

Rule 76d. — Braidd, bron, agos, placed after the "Finite Verb," are "nearly," "almost," as :—

CANODD *y ferch* bron *cystal ag erioed*
(The girl SANG nearly as well as ever).

EXERCISE LXXIII.

Pick out the Adverbs and give their English equivalents.

1 Braidd na chwypodd y dail. 2 Prin mae'r oachgen yn naw mlwydd oed. 3 Braidd y mae neb yn ei gredu. 4 Mi gerddais dair milltir heddyw. 5 Nid yw yn agos mor ffaeledig a'i frawd. 6 Y mae bron pawb yn credu hyny. 7 Nid oes genym prin ddigon i ni ein hunain. 8 Braidd y beiddiwn fyned o'r tŷ i'r ffordd heb ei chaniatad. 9 Y mae llawer mwy yn yr ysgol heddyw. 10 Ofna yr ysgolfeistr yn fawr nad oes ganddo ddigon i'w gynal. 11 Nid yw yn ddyn calongaled mwy na chwithau. 12 A ydyw yn cuog o'r fath ymddygiad anfoesgar?

EXERCISE LXXIV.

Translate the above sentences into English.

5. ADVERBS OF DOUBTING
(Rhagferfau Amheuol).

<i>efallai,</i>	perhaps, possibly	|	<i>hwyrach,</i>	perhaps, probably
<i>fe ddichon,</i>	" "	|	<i>ond odid,</i>	probably
<i>nid hwyrach,</i>	" "	|	<i>o bosibi,</i>	perhaps, possibly

EXERCISE LXXV.

Translate into English :—

1 Efallai na fyddaf yn yr ysgol yfory. 2 Fe ddichon y byddaf yn y capel. 3 Yr oeddwn yn bwriadu dyfod, ond ofnwyf mai anmhosibl fydd. 4 Hwyrach fod Ioan yn dyfod. 5 Mair hwyrach sydd yn dyfod.

6. ADVERBS OF AFFIRMATION (Rhagferfau Cadarnhaol).

<i>do,</i>	yes	|	<i>sef,</i>	namely
<i>ie,</i>	yes	|	<i>yn ddiau,</i>	undoubtedly
<i>o'r goreu,</i>	very well	|	<i>yn wir,</i>	truly, indeed
<i>purion,</i>	„	|		

EXERCISE LXXVI.

Translate into English :—

1 A fuoch chwi yn cael ciniaw? Do. 2 Ie, chwy-chwi yw y dyn yr oeddwn yn ei ddysgwyl. 3 Yn wir canasant yn rhagorol. 4 Yn ddiau, nid oes genych ddim i'w ddweyd. 5 O'r goreu! mi a ddeuaf. 6 Purion! mi a gydsyniaf a'ch cais. 7 Rhoddaf yr anrheg i'r bachgen.

6a. Auxiliary Affirmative Adverbs (Rhagferfau Cadarnahol Cynorthwyol).

Rule 77. *A, y, yr* may be regarded as **Auxiliary Affirmative Adverbs**. They immediately precede **Finite Verbs** in **Affirmative sentences**.

Rule 77a. *A* has no English equivalent. It is placed immediately before the Verb when the Subject or Object, alone or accompanied by other words, goes before the Verb.

*Subject preceding.**Duw a* GREODD y byd (*God* CREATED the world).*Y doeth a* WRENDY (*The wise* WILL LISTEN).*Efe a* GYFRIFIR yn ddoeth (*He* WILL BE CONSIDERED wise).*Object preceding.**Yr us a* LYSG efe (*The chaff* WILL he BURN).*Yr hwn a* DAREWAIST ti (*Whom* thou DIDST STRIKE).*Ti, Dduw, a* FOLWN (*Thou, God,* WILL we PRAISE).*Amheu a* WNAETHANT (*Doubt they* DID—they doubted).

Rule 77b. **Y** and **yr** are placed instead of **a** before the Verb when the Predicate or its Extension goes before the Verb.

*Predicate preceding.**Da y* GWYDDAI (*Well* he KNEW).*Yn frenin y* GWNAED Arthur (*A king* Arthur WAS MADE).*Yn y ty y* CANODD hi (*In the house* she SANG).

Rule 77c. **Yr** is used before a vowel, as :—

Hyderaf yr Anfonwch y llyfr,
I trust you will send the book.

Y is used before a consonant, and governs the radical sound, as :—

Hyderaf y Datw y llyfr i law,
I trust the book will come to hand.

7. ADVERBS OF NEGATION (Rhagferfau Nacaol).

<i>ni</i>	}	not	|	<i>na</i>	}	not	|	<i>naddo</i>	}	no
<i>nid</i>			<i>nad</i>	<i>nage</i>						
<i>nis</i>			<i>nas</i>							

Rule 78. POSITION---Adverbs of Negation are placed immediately before the Adjectives and Adverbs modified by

them, generally before the **Verb**, as :—

Nid DIGON *hyn* (This is **not** ENOUGH).

Ni DDYSGAF (I will **not** LEARN).

Rule 78a. Ni, nis, na, nas, nac
always negative **Finite Verbs**, as :—

Nis GALL *efe* DDYSGU,

He CANNOT LEARN.

Ni DDYSGAIS am nas GALLWN,

I DID **not** LEARN because I COULD **not**.

Na FERNWCH fel na'ch BARNER,

JUDGE **not** that *ye* BE **not** JUDGED.

Rule 78b. Nid and nad may negative
other words, as :—

Nid DA lle gellir gwell,

A thing is **not** WELL [done] if it can be better [done].

Dyrveidars nad DOETH oedd hyn,

I said this was **not** WISE.

Rule 78c. Ni and nis negative sen-
tences of ordinary unemphatic type, while
nid negatives sentences with an empha-
sized Object or Predicate, as :—

Ni WELODD *Dafydd* y dyn,

David DID **not** SEE the man.

Nid y dyn WELODD *Dafydd*,

It was **not** the man *David* SAW.

Nid *Dafydd* WELODD y dyn,

It was **not** *David* THAT SAW the man.

Rule 79. When **ni** or **na** comes before a word beginning with a **Mutable Consonant**,* the following **changes** are effected :—

<i>First Class.</i>	<i>Second Class.</i>	<i>Third Class.</i>
Initial C.....Ch	Initial G.....—	Initial M .....F
„ P.....Ph	„ B.....F	„ Ll .....L
„ T.....Th	„ D.....Dd	„ Rh .....R

EXAMPLES.

First Class.—C, P, T.

<i>Can</i> (Sing).	<i>Paid</i> (Cease).	<i>Tal</i> (Pay).
<i>Ni chan</i> (Will not sing)	<i>Ni phaid</i> (Will not cease).	<i>Ni thal</i> (Will not pay).

Second Class.—G, B, D.

<i>Gobeithia</i> (Will hope).	<i>Barna</i> (Will judge).	<i>Dysga</i> (Will learn).
<i>Ni obeithia</i> (Will not hope).	<i>Ni farna</i> (Will not judge).	<i>Ni ddysga</i> (Will not learn).

Third Class.—M, Ll, Rh.

<i>Llama</i> (Will jump).	<i>Maddau</i> (Will pardon).	<i>Rhed</i> (Will run).
<i>Ni lama</i> (Will not jump).	<i>Ni faddeu</i> (Will not pardon).	<i>Ni red</i> (Will not run).

Rule 79b. **Nis** and **nas** govern the **radical** of all classes, as :—

<i>Nis can</i> (Will not sing).	<i>Nis gobeithia</i> (Will not hope).	<i>Nis llama</i> (Will not jump).
------------------------------------	--	--------------------------------------

* See the Mutation of Initial Consonants, Stage I., pages 22 to 28.

Rule 79c.—Verbs with Vowel Initials generally take **nid** or **nad** before them, as :—

Nid aeth efe (He did not go).

Dywed nad aeth efe. (He says that he did not go).

Rule 79d.—Na and nac.

(a) These are used before Imperative Verbs, as :—

Na ladd (Thou shalt not kill).

(b) In negative answers, **na** precedes a consonant, and **nac** a vowel initial, as :—

A ydyw Mari yma? Nac ydyw

(Is Mary here? She is not).

A ddaw efe yma? Na ddaw

(Will he come here? He will not come.)

Rule 79e.—If any word except a Finite Verb requires to be negatived, **nid** and **nad** solely can be employed, and are followed by consonants as well as vowels, and will always require the radical sound after them, as :—

Nid dyn yw (He is not a man).

Nid canu mae hi (She is not singing).

Dywedais nad doeth oedd hyn (I said this was not wise).

EXERCISE LXXVII.

Translate into English, underlining the Adverbs in both languages, and classifying them :—

1 Ni chariodd efe y plentyn trwy'r dwfr echedoe.

2 Nid aeth efe tua'r afon ddoe, ond tua'r mynydd.

3 Nis gallaf fod yn sicr yn awr. 4 Yr ydym yn gobeithio nad yn y ffair y mae'r ddau arddwr wedi bod. 5 Nid canu y maent heddyw, ond wylo. 6 Ai chwychwi a brynodd y ceffylau? Nage. 7 A ddywedasoch wrth y wraig fod y plentyn wedi syrthio i'r pwll obry? Naddo.

8. ADVERBS OF INTERROGATION (Rhagferfau Ymofynol).

<i>ai</i> , is it ?	}	is it not ?	}	<i>sut</i> , how ?	
<i>ai e</i> , is it so ?				<i>pa fodd</i> , } how ?	
<i>ai ni</i> , }	}	is it not ?	}	<i>pa wedd</i> , }	
<i>ai nid</i> , }				<i>pryd</i> , } when ?	
<i>ai nis</i> , }	}	where ?	}	<i>pa bryd</i> , }	
				<i>lle</i> , }	
				<i>pa le</i> , }	
	}	why ?	}		
				<i>pam</i> , }	
		<i>paham</i> , }			

Rule 80.—Adverbs of Interrogation always come first in a sentence, as :—

Ai hon yw y wers ? (Is this the lesson ?)

EXERCISE LXXVIII.

Translate into English, underlining the Adverb in Welsh, and its equivalent in English :—

- 1 *Ai tybed fod y plant wedi bwyta yr holl afalau melusion hyny ?*
- 2 *Ai ni ddywedasoch wrthyf am ddyfod ?*
- 3 *Ai nid Ioan a ddaeth gyda chwi ?*
- 4 *Ai ni wyddit cyn heddyw ?*
- 5 *Oni ollyngaist yr aderyn ymaith ?*
- 6 *Onid yw yn ddrwg ganddynt na ddaeth y meddyg yn gynarach ?*
- 7 *Sut y mae eich tad heddyw ?*
- 8 *Lle y gosodaist y cleddyf ?*
- 9 *Pa le y buost prydawn Sul ?*
- 10 *Paham na afaelasoch chwi yn mhen y ceffyl ?*

9 ADVERBS OF ORDER (Rhagferfau Trefnol).

Yn gyntaf (first).

Yn olaf (last, lastly).

Yn ail (second).

Yn ddiweddaf (last, lastly, finally).

Yn mlaenaf (first).

EXERCISE LXXIX.

Translate into English:—

- 1 Aeth y bachgen tlawd yn gyntaf i'r dref. 2 Aeth fy mrawd yn drydydd i'r ysgol. 3 Y merlyn bach gwyn oedd yn mlaenaf. 4 Daeth y ferch ddall yn olaf. 5 Canant hwy yn ddiweddaf yn y cyngherdd.

10. ADVERBS OF NUMBER (Rhagferfau Rhifol)

These are formed by adding **waith** to the numerals, as:—

unwaith (once), *dwywaith* (twice), *dengwaith* (ten times).

EXERCISE LXXX.

Translate into English:—

- 1 Cwmpodd y bachgen unwaith oddiar y graig ddoe. 2 Cafodd y bachgen ei daro ddwywaith. 3 Mae pobl Llundain bron canwaith gymaint a phobl Gellygaer.

11. ADVERBS OF COMPARISON (Rhagferfau Cymharol).

<i>yn,</i>	as, so, how	<i>lied,</i>	rather	<i>mwyaſ,</i>	most,
<i>digon,</i>	sufficiently	<i>llai,</i>	less		more†
<i>fel,</i>	as	<i>lleiaſ,</i>	least, lessert†	<i>pur,</i>	rather,
<i>felly,</i>	so	<i>megys,</i>	as		very
<i>go,</i>	rather	<i>mor,</i>	so, as, how	<i>rhy,</i>	too
<i>iaon,</i>	very	<i>mwyl,</i>	more	<i>yn hytrach,</i>	rather

† See Caution on page 197.

No, very (190)

Rule 81a.—Adverbs of comparison can qualify **only Adjectives** or **Adverbs**, and these must come immediately after them, as :—

Tra DOETH *yw Arthur* (Arthur is **very WISE**).
Mae hyn yn rhy DDRWG (This is **too BAD**).

Exception. — **Iawn**, however, comes after the word it qualifies, as :—

DA **iawn** (**very GOOD**).
 LLAWN **iawn** (**very FULL**).

Rule 82.—**Tra** governs initial consonants of the First Class, which it changes into the Third Remove ; but it does not affect initial consonants of the Second or Third Class, as :—

1st Class. C, P, T.—

Cadarn (strong). **Tra** CHA*arn* (**very strong**).

2nd Class. G, B, D.—

Gofalus (careful). **Tra** Gof*alus* (**very careful**).

3rd Class. M, Ll, Rh.—

Llawen (merry). **Tra** LL*awen* (**very merry**).

Rule 82a.—**Digon**, **llai**, **lleiaf**, **mwy**, **mwyaaf**, govern the radical, as :—

Digon *cadarn* (strong enough).
Mwy *Poblogaidd* (more popular).

Rule 82b.—The others govern the First Remove of the **First** and **Second** Class, and of **Initial M**, as :—

Cyn *gadarned* (so strong as). **Mor** *ofalus* (so careful as).
Lled *Felus* (rather sweet).

Rule 82c.—**Cyn**, **mor** and **pur** may be followed by the **First Remove** or the **Radical of Ll** and **Rh**, as :—

<i>Cyn</i> <i>lawned</i> or <i>llawned</i>	<i>Cyn</i> <i>rated</i> or <i>rhated</i>
<i>Mor</i> <i>lawn</i> „ <i>llawn</i>	<i>Mor</i> <i>rad</i> „ <i>rhad</i>
<i>Pur</i> „ „ „	<i>Pur</i> „ „ „

NOTE.—The first of these forms is generally used in North Wales, and the other in South Wales.

Rule 82e.—When **pur** qualifies Adverbs, compounded of **yn** with an Adjective, it is placed between **yn** and the Adjective, as :—

Siaradodd yn eglur (He spoke plainly).
Siaradodd yn bur eglur (He spoke rather plainly).

CAUTION.—There is an essential difference between Welsh and English in the use of the Degrees of Comparison in Adverbs. The Superlative Degree is used in Welsh sentences as equivalent to the Comparative Degree in English. Thus :—

but	<i>goreu</i> = best. <i>cynntaf</i> = soonest.
will be	<i>Goreu po gyntaf</i>
not	The sooner the better.
	The soonest the best.

EXERCISE LXXXI.

Translate into English :—

1 Cyrhaeddodd efe y ty cyn gynted a minau.
 2 Mor hardd oedd y cleddyf fel na fedrai ei daflu i'r dwfr. 3 Mwy trefnus oedd efe na'i frawd. 4 Daeth yn ddigon dysgedig i fod yn athraw i ni. 5 Yr oedd yn dra chynefin a'r dolur hwn. 6 Parhaodd y diwrnod yn deg. 7 Rhedodd yr afon yn bur rhwydd. 8 Mor llon yr ymddangosai efe. 9 Clywais ei fod yn fwy galluog na'i dad. 10 Po leiaf y bo'r plentyn, mwyaf fydd y clod. 11 Po mwyaf a roddaf iddo, mwyaf sydd arno ei eisieu. 12 Goreu po bellaf y cedwch oddi wrthyt hwy.

PREPOSITIONS (ARDDODIAID).

DEFINITION.—Prepositions are placed before a Noun or a Pronoun to show the relation of some other word in the sentence to such Noun or Pronoun.

Prepositions are divided into four classes, of which two only are dealt with in this stage, viz. :

1. **Simple Prepositions**
(Arddodiaid Syml).
2. **Pronominal Prepositions**
{Arddodiaid Cyfansawdd).

VOCABULARY to Exercises LXXXII. to
LXXXIX.

<i>aeth</i> ,	went	<i>gwedd</i> , f.	appearance
<i>anfon</i> ,	to send	<i>gwely</i> , m.	bed
<i>anguen</i> , m.	death	<i>gwŵr</i> , m.	man
<i>awyren</i> , f.	balloon	<i>gwyneb</i> , m.	face
<i>bach</i> ,	small, little	<i>hen</i> ,	old
<i>bai</i> , m.	blame, fault	<i>heol</i> , f.	road
<i>blynedd</i> , f.	year	<i>Iago</i> , m.	James
<i>brrawd</i> , m.	brother	<i>lladrata</i> ,	to steal
<i>bwyd</i> , m.	food	<i>lladd</i> ,	to kill
<i>cadw</i> ,	to keep	<i>llawer</i> ,	many
<i>cael</i> ,	to have	<i>llyfr</i> , m.	book
<i>cafodd</i> ,	he (or she) had	<i>llythyr</i> , m.	letter
<i>cam-rau</i> , m.	step-s	<i>milwr</i> , m.	soldier
<i>caseg</i> , f.	mare	<i>milldir</i> , f.	mile
<i>cawn</i> ,	we shall have	<i>mor</i> , m.	sea
<i>ceiniog</i> , f.	penny	<i>mur</i> , m.	wall
<i>cerdded</i> ,	to walk	<i>myned</i> ,	to go
<i>clock</i> , f.	bell, clock	<i>papur</i> , m.	paper
<i>condemnio</i> ,	to condemn	<i>pen</i> , m.	head
<i>creadur</i> , m.	creature	<i>peth</i> , m.	thing
<i>crynhoi</i> ,	to gather	<i>plentyn</i> , m.	child
<i>cyfeirio</i> ,	to direct	<i>pren</i> , m.	tree
<i>cyfrifoldeb</i> , m.	responsibility	<i>rhan</i> , f.	part
<i>cylllell</i> , f.	knife	<i>rhodio</i> ,	to walk
<i>cymeryd</i> ,	to take	<i>safle</i> , m.	position
<i>cytuno</i> ,	to agree	<i>safodd</i> ,	he (or she) stood
<i>chwaer</i> , f.	sister	<i>sefyll</i> ,	to stand
<i>darllen</i> ,	to read	<i>siarad</i> ,	to speak
<i>dos</i> (imper.),	go	<i>swydd</i> , f.	office, post
<i>dringo</i> ,	to climb	<i>tafarndy</i> , m.	public-house
<i>drws</i> , m.	door	<i>taflu</i>	to throw
<i>dwfr</i> , m.	water	<i>tarddiad</i> , m.	spring
<i>dwy</i> , f.	two	<i>tlawd</i> ,	poor
<i>dysod</i> ,	to come	<i>tref</i> , f.	town
<i>ayeithr</i> ,	strange	<i>tren</i> , m.	train
<i>dyro</i> (imper.),	give	<i>trothwy</i> , m.	doorstep
<i>ffair</i> , f.	fair	<i>ty</i> , m.	house
<i>glan</i> , f.	shore	<i>tynu</i> ,	to pull
<i>gogoniant</i> , m.	glory	<i>ymlusgo</i>	to creep
<i>gorsaf</i> , f.	station	<i>ysgol</i> , f.	to crawl
<i>goruchwyliwr</i> , m.	overseer		school
<i>grwa</i> , m.	servant		

I. SIMPLE PREPOSITIONS (Arddodiaid Syml).

Rule 83.—The Simple Prepositions that govern the **Radical Sound** are :—

<i>cyn,</i>	before	<i>heibio,</i>	by, past
<i>er,</i>	since	<i>is,</i>	below
<i>er ys,</i>	for	<i>mewn,</i>	in
<i>erbyn,</i>	against, by	<i>myn,</i>	by (in oaths)
<i>ger,</i>	by, at	<i>rhag,</i>	from, for
<i>gerfydd,</i>	by	<i>serch,</i>	notwithstanding
<i>gerllaw,</i>	near	<i>rhwng,</i>	between
<i>gwedi,</i>	after	<i>uwch,</i>	above

EXERCISE LXXII.

Translate into English, underlining the Prepositions :—

1 Siaradodd â mi cyn myned. 2 Cerddais ddwy filltir mewn awr. 3 Mae efe yn yr un safle er ys dwy flynedd. 4 Erbyn dau o'r gloch yr oeddynt wedi crynhoi yn nghyd. 5 Yr oeddynt gerllaw yr orsaf pan ddaeth y trên i mewn. 6 Aethant hwy heibio gyda'r milwyr. 7 Y maent hwy mewn tafarndy. 8 Cedwaist rhag cael dy ladd gan y milwyr dyeithr. 9 Aeth y plentyn bach rhwng y gaseg a'r mur. 10 Aeth yr awyren heibio y pren acw.

Rule 84.—The following govern the **First Remove** :—

<i>am,</i>	about, on account of,	<i>i,</i>	to, into, for
<i>ar,</i>	on, upon, at	<i>o,</i>	out of, from, of
<i>at,</i>	to, close to	<i>tan, dan,</i>	until, under
<i>gan,</i>	with, by, from	<i>trws, dros,</i>	over, for
<i>heb,</i>	without	<i>trwy, drwy,</i>	through
<i>hyd,</i>	as far as, until	<i>wrth,</i>	close to, by, at

as :—

Yr oedd y llonj ar dan (tan)
The ship was on fire.

EXERCISE LXXXIII.

Translate into English, underlining the Prepositions :—

1 Cafodd ei gondemnio am ladrata. 2 Bum i yn rhodio ar làn y môr. 3 Cerddodd at darddiad y dwfr. 4 Rhodiai yr heol heb yr un geiniog. 5 Ymlusgodd y creadur at drothwy'r drws.

Rule 85.—The Definite Preposition **yn** (in) governs the **Second Remove**, as :—

<i>Safai</i>	yn	<i>NGHanol (canol)</i>	<i>y tan,</i>
He stood	in	the middle	of the fire.

EXERCISE LXXXIV.

Translate into English, underlining the Prepositions :—

1 Safodd yn mhen yr heol. 2 Yr oedd gwedd angeu yn ngwyneb yr hen wr. 3 Bum i yn nhy dy chwaer.

Rule 86.—The following govern the **Third Remove*** :—

<i>a, ag,</i>	}	with
<i>efo,</i>		with, along with
<i>gyda, gydag,</i>		
<i>tua, tuag,</i>		towards, about

as :—

<i>Safai</i>	<i>tua</i>	<i>chanol</i>	<i>y tan,</i>
He stood	towards	the middle	of the fire.

Rule 87.—A, **gyda**, and **tua** are used before **Consonants**; **ag**, **gydag**, and **tuag** are used before **Vowels**, as :—

Gyda *Mi* (with me).

Gydag *Ef* (with him).

Tua *LLundain* (towards London).

Tuag *Abertawe* (towards Swansea).

* The Third Remove in the Second and Third Classes are the same as the Radical. See Mutation of Initial Consonants, Stage I., pages 22—23.

EXERCISE LXXXV.

Translate into English, underlining the Prepositions :—

1 A gawn ni ddyfod gyda chwi? 2 Cyfeiriodd ei gamrau tua phen uchaf y dref. 3 Lladdodd efe ei frawd â chylllell y gwas. 4 Aeth Iago gyda ei chwaer i'r ffair.

2. PRONOMINAL PREPOSITIONS

(Arddodiaid Rhagenwol.)

This class of words are Prepositions combined with the Personal Pronouns. They are classified under *three distinct heads*; distinguished by the termination of the *first person singular* :—

Class A. **Ataf** has **af** for its ending.

Class B. **Hebof** or **hebwyf**, of or **wyf** for its ending.

Class C. **Genyf** has **yf** for its ending.

CLASS A. Af.

<i>Singular.</i>	<i>Plural.</i>
1. <i>At.-af</i> (to me).	<i>At.-om</i> (to us).
2. <i>At.-at</i> (to thee).	<i>At.-och</i> (to you).
3. <i>At.-o</i> (to him).	<i>At.-ynt</i> (to them).
<i>At.-i</i> (to her).	

NOTE.—In all these the corresponding Personal Pronoun is often added, as :—

Ataf fi (to me).

Atat ti (to thee).

The following belong to this class :—

<i>Am dan.-af</i> (about me).	<i>Oddi arn.-af</i> (from upon me)
<i>Arn.-af</i> (upon me).	<i>Tan.-af</i> (under me).
<i>Hyd at.-af</i> (up to me).	<i>Tuag at.-af</i> (towards me).

NOTE.—The other Persons and Numbers of these are formed in the same way as in *at-af*, that is, by adding to the root :—

<i>Sing.</i>	<i>Pl.</i>
1. <i>af</i>	<i>om</i>
2. <i>at</i>	<i>och</i>
3. (m) <i>o</i> } (f) <i>i</i> }	<i>ynt</i>

EXERCISE LXXXVI.

Translate into English :—

1 Taflodd ef y bai i gyd arnaf fi. 2 Tynodd y gwely oddi tanaf fi. 3 Gellwch siarad beth a fynoch am danaf fi. 4 Cymerodd y cyfrifoldeb oddi arnaf. 5 Dringodd i fyny hyd ataf fi. 6 Cyfeiriodd ei gamrau tuag ataf fi.

CLASS B. *Of* or *Wyf*.

<i>Singular.</i>	<i>Plural.</i>
1 <i>heb.-of</i> or <i>heb.-wyf</i> (without me)	1 <i>heb.-om</i> (without us)
2 <i>heb.-ot</i> (without thee)	2 <i>heb.-och</i> (without you).
3 { <i>heb.-ddo</i> (without him) <i>heb.-ddi</i> (without her)	3 <i>heb.-ddynt</i> (without them).

NOTE.—In all these the corresponding Personal Pronoun is often added, as :—

heb.-of fi (without me)
heb.-ot ti (without thee), &c.

The following belong to this class :—

<i>heb.-of</i> (without me)	<i>tros.-of</i> or <i>dros.-of</i> (over or for me).
<i>o hon.-of</i> (of or from me).	<i>trw.-of</i> or <i>drw.-of</i> (through me).
<i>rhag.-of</i> (before me)	<i>yn.-of</i> (in me).
<i>rhwng.-of</i> (between me)	

NOTE.—The other Persons and Numbers may be formed in the same way as in *heb.-of*, that is by adding to the root:—

<i>Singular.</i>		<i>Plural.</i>
1 <i>of</i> or <i>wyf</i>		<i>om</i> or <i>ddom</i>
2 <i>ot</i> or <i>ddot</i>		<i>och</i> or <i>ddoch</i>
3 (m) <i>ddo</i>		{ <i>ddynt</i>
(f) <i>ddi</i>		

In *o honof*, however, the *dd* in the affix is omitted, thus:—

o honof, *o honot*, *o hono*, *o honi*, *o honom*, *o honoch*, *o honynt*; and in *trwof* the *dd* is omitted, in all except the third person, when the final *y* is added, thus:—

trwof, *trwot*, *trwyddo*, *trwyddi*, *trwom*, *trwoch*, *trwyddynt*.

EXERCISE LXXXVII.

Translate into English:—

1 Nid ä efe i'r dref hebof fi. 2 Paham nad aeth gyda hi i'r ysgol? 3 Dos rhagot. 4 Pa beth sydd yn bod rhyngof â thi? 5 Cytunodd efe â'r goruchwylwr tros of fi. 6 Trwyddo ef y cafodd hi y swydd.

CLASS C. Yf.

<i>Singular.</i>		<i>Plural.</i>
1 <i>gen.-yf</i> (with me)		<i>gen.-ym</i> (with us)
2 <i>gen.-yt</i> (with thee)		<i>gen.-ych</i> (with you)
3 <i>gan.-ddo</i> (with him)		<i>gan.-ddynt</i> (with them).
<i>gan.-ddi</i> (with her)		

NOTE.—In all these the corresponding Personal Pronoun is often added, as:—

gen.-yf fi (with me).

gen.-yt ti (with thee).

The following belong to this class:—

oddi wrth.-yf (from beside me).

wrth.-yf (to me, by me).

NOTE.—The other Persons and Numbers may be formed in the same way as *gen.-yf*, that is by adding to the root:—

<i>Singular.</i>		<i>Plural.</i>
1 <i>yf</i>	|	<i>ym</i>
2 <i>yt</i>	|	<i>ych</i>
3 (m) <i>ddo</i>	|	{ <i>ddynt</i>
(f) <i>ddi</i>	|	

EXERCISE LXXXVIII.

Translate into English :—

- 1 Dywedasoch wrthynt am fyned ymaith. 2 Tyn-odd y plentyn oddiwrthynt. 3 Af â'r llyfr genyf.
 4 Ewch â'r bwyd genych. 5 Nid oes genym fwyd.
 6 Cewch fwyd ganddo ef.

The Preposition *i* with a Personal Pronoun is thus written :—

	<i>Singular.</i>	<i>Simple:</i>		<i>Plural.</i>
1	<i>i mi</i> to me	|	<i>i ni</i> to us	
2	<i>i ti</i> to thee	|	<i>i chwi</i> to you	
3	{ <i>iddo</i> to him	|	{ <i>iddynt</i> to them	
	{ <i>iddi</i> to her	|		

NOTE.—In the Third Person, Singular and Plural, the corresponding Personal Pronoun is often added, as :—

Iddo ef (to him).
Iddi hi (to her).
Iddynt hwy (to them).

Emphatic.

	<i>Singular.</i>		<i>Plural.</i>
1	<i>I mi</i> (to me)	|	<i>i ni</i> (to us).
2	<i>I ti</i> (to thee)	|	<i>i chwi</i> (to you).
3	{ <i>Iddo ef</i> or <i>fo</i> (to him)	|	<i>iddynt hwy</i> (to them).
	{ <i>Iddi hi</i> (to her)	|	

EXERCISE LXXXIX.

Translate into English :—

1 Taffla'r geiniog yna i mi. 2 Mae efe yn rhoddi llawer o bethau i ti. 3 Iddo ef y byddo'r gogoniant. 4 Dyro fwyd iddi. 5 Anfonwch lythyr i ni. 6 Mi roddaf ran o fy mhapur i chwi. 7 Rhoddwch y llyfrau hyna iddynt hwy i'w darllen.

SYNTAX OF PREPOSITIONS.

Rule 88.—Welsh Prepositions are placed before words to which they belong, as :—

mewn ysgol, in a school.
gerllaw'r tŷ, near the house.

Notice how the words, **mewn** and **yn**, are used.

Rule 88a.—**Mewn** is placed before **Indefinite** words, as :—

MEWN **gardd,** IN a garden.
MEWN **gwlad,** IN a country.
MEWN **ty,** IN a house.

Rule 88b.—**Yn** is placed before **Definite** words, such as

(1) A Noun with an Article preceding it, as :—

YN **yr ardd,** IN the garden.
YN **y wlad,** IN the country.
YN **y tŷ,** IN the house.

(2) A Noun preceded by a Possessive Pronoun, as :—

YN **fy nhŷ,** IN my house.
YN **dy law,** IN thy hand.
YN **eu llyfrau,** IN their books.

(3) A Noun followed by a Possessive, whether a Pronoun or a Noun, as :—

YN *nhy fy nhad*, IN *my father's house*.
 YN *llaw Dafydd*, IN *David's hand*.
 YN *mhen yr heol*, AT the end of the road (AT the road's end).

(4) A Proper Noun, as :—

YN *Gellygaer*, IN *Gelligaer*.
 YN *America*, IN *America*.

(5) A Demonstrative Pronoun, as :—

YN *hyny*, IN *that*.
 YN *hyn*, IN *this*.

(6) The Personal Pronouns, as :—

YNof *fi*, IN *me*.
 YNoch *chwi*, IN *you*.
 YNddynt *hwy*, IN *them*.

NOTE.—Some grammarians change the *yn* into *ym* before words commencing with *m* and *mh*, and into *yng* before *ng* and *ngh*, as :—

YM *mhen yr heol*, at the end of the road.
 YNG *Nghymru*, in Wales.

This, however, is not essential, and the forms

YN *mhen yr heol*,
 YN *Nghymru*,

are equally correct.

THE DIFFERENT FUNCTIONS OF SOME PREPOSITIONAL WORDS.

Yn (I).—Place *yn* before the **Infinite Mood** to form a **Participle**, as :—

dysgu, to learn. *yn dysgu*, learning.
cerdded, to walk. *yn cerdded*, walking.
parhau, to continue. *yn parhau*, continuing.

2. Place **yn** before a **Noun** or **Adjective** so as to form a **Predicate** after the **Verb to Be**, as :—

Y mae Albert yn Dywysog (Albert is a Prince).

Y mae Mair yn athrawes (Mary is a teacher).

Mae hyn yn dda (This is good).

3. Place **yn** before an **Adjective** and it is changed into an **Adverb**, as :—

Darllena yn GAMPUS, ^{*campus,* excellent.} He reads **EXCELLENTLY**.

Ysgrifena yn RHAGOROL, ^{*rhagorol,* good, well.} He writes **VERY WELL**.

Gan (by) denotes the **agent**, as :—

Tarawyd fi gan geffyl (I was struck by a horse).

A or **ag** (with) denotes **instrument**, as :—

Tarawyd Mair a chareg (Mary was struck with a stone).

Gyda (along with) denotes **association**, as :—

Tyred gyda ni (Come with us).

At (to) denotes **proximity**, as :—

Deuwch at fy nhy (Come to [or up to] my house).

I (to) denotes **motion towards** a place, as :—

Aeth i Ferthyr (He went to Merthyr).

BARDDONIAETH.

I.—Y PLENTYN A'R FRONGOCH—(The Boy and the Robin).

I.

Tyred yma, frongoch fechan,
 Tyr'd i mewn o'r eira oer ;
 Dywed lle y buost neithiwr, —
 Beth ! ai allan gyda'r lloer ?
 Ië'n ddiâu, Robin anwyl,
 Ond nac ofna, tyred di,
 Ti gei heno, os dewisi,
 Aros yma gyda ni.

II.

Tyr'd i mewn, yr wyt yn rhynu ;
 Caf fi'th godi yn fy llaw ?
 Paid myn'd ymaith, — pa'm yr ofni ?
 Ni raid iti sefyll draw :
 Cyfaill ydwyf fi, un anwyl,
 Ffrynd i ti a phawb o'th âch ;
 Ni chymerwn fyd yn gyfan
 Am dy ddrygu, Robin bach.

III.

Dde'i di ddim i fewn yn mbellach ?
 Mae yn rhewi yn y ddor ;
 Tyr'd ynlaen, cei wel'd fod genyf
 Friwsion lawer iti'n 'stôr :
 Pa'm nad elli aros yma
 Drwy y gauaf garw, maith ?
 Pan ddaw gwenau tyner gwanwyn,
 Cei fyu'd allan at dy waith.

IV.

Rwy'n gwrando'n astud, Robin,
 Ond pwy ŵyr dy feddwl di?
 Wyt ti'n deall fy nghynigiad,
 Deall beth ddywedais i?
 Ai ni elli ro'i atebiad,
 Roddi rhyw awgrymiad bach
 Am dy helynt, ac a ydwyt
 Ti, un gwan, yn eithaf iach?

V.

Aros, ynte, âf i gyrchu
 Briwsion iti gyda llam;
 O! 'run bychan, a oes genyt
 Berthynasau, tad a mam?
 Yw dy daid a'th nain heb farw?
 A oes genyt chwaer a brawd?
 'Rwy'n gobeithio fod, un bychan,
 Onide yr wyt yn dlawd.

VI.

Bellach, dyma iti fara;
 Cymer ef, aderyn llon,—
 Cymer ddigon, a bydd yma
 Gyda ni y noswaith hon;
 Hwyrach bydd yr hin yfory
 Wedi gwella llawer iawn,
 Ac, os felly, ti gei dithau
 Fyned allan y prydawn.

2.—CYMRU FYDD—(The Wales that shall be).

I.

Fy anwyl wlad, mor hoff i mi
 Yw hedeg i'r pellderoedd,
 I wrando'th feirdd yn canu'th fri
 Ar dant yr hen amseroed

D'wed ol dy gestyll ar dy rudd
 Mor drwm yw dy dreialon,
 Ond swm dy ddiwygiadau sydd
 Yn dweyd mor bur yw'th galon.

II.

Fy anwyl wlad, mae'th iaith yn fyw,
 A'th blant o hyd yn canu :
 Mae'th enw da wrth enw Duw
 Yn dal heb ei wahanu.
 Er gwaethaf pob chwyldroad llym,
 A rhu pob drychin arw,
 Mae iaith y Cymry yn ei grym
 Yn dal o hyd heb farw.

III.

Fy anwyl wlad, mae codiad haul
 Yn gloewi y pellderau,
 A'r dydd yn dangos ar ei ael
 Dy ryddid a'th iawnderau.
 Os cafodd cestyll "Cymru Fu"
 Dan garnau brad eu doddi,
 D'wed ysbryd ieuanc "Cymru Sy"
 Fod "Cymru Fydd" yn codi.

3.—IAITH Y DORTH A IAITH Y GALON — (The
 Language of the Loaf, and the Language
 of the Heart).

Iaith chwiorydd, iaith rhieni,
 Iaith y dysgais siarad ynddi,
 Iaith yr allor yn y teulu,
 Dyma hi—hen iaith y Cymry.

Saes'neg yw iaith swyddi pwysig
 Prydain enwog a'r Amerig ;
 Iaith y dorth yw iaith y Saeson—
 Y Gymraeg yw iaith y galon.

Iaith adgofion boreu bywyd
 Oedd, a'i nwyfre oll yn hyfryd ;
 Gwnewch ei siarad—mynwch barchu
 Iaith yr Ysgol Sul yn Nghymru !

Saes'neg ydyw iaith fasnachol
 Benaf yr holl deulu dynol ;
 Ond y mae'r Gymraeg yn hynach,
 Ac i *mi* yn fil melusach.

Saes'neg ydyw iaith dadblygiad
 Iaith gwyddoreg a gwareiddiad ;
 Cymro uniaith, myn ei dysgu,
 Ond—*paid anghofio iaith y Cymry.*



Vocabulary for the Poetical Selections.

<i>ach</i> , f.	tribe	<i>yn astud</i> ,	diligently
<i>aderyn</i> , m.	bird	<i>atebiad</i> , m.	answer
<i>aigof-ion</i> , m.	recollection-s	<i>bara</i> , m.	bread
<i>ael</i> , f.	brow	<i>bardd</i> , <i>beirdd</i> ,	bard-s, poet-s
<i>af i gyrchu</i> ,	I will go to fetch	m.	
<i>awgrymiad</i> ,	hint	<i>bellach</i> ,	now
<i>anghofio</i>	to forget	<i>beth</i> ,	what
<i>allor-au</i> , f.	altar-s	<i>boreu-au</i> , m.	morning-s
<i>Amerig</i> ,	America	<i>brad</i> , m.	treason
<i>amser-oedd</i> ,	time-s	<i>brawd</i> , m.	brother
- <i>au</i> , m.		<i>bri</i> , m.	honour, fame
<i>anwyl</i> ,	dear, beloved	<i>briwsion</i> ,	crumbs
<i>aros</i> ,	wait	<i>brongoch</i> , f.	redbreast
<i>astud</i> ,	diligent	<i>buost</i> .	thou hast been

<i>bychan</i> , m.	} small	<i>dor</i> (<i>drws</i> ,	door
<i>bechan</i> , f.		<i>porth</i>)	
<i>byd yn gyfan</i> ,	the whole world	<i>drygu</i> (<i>drwg</i>),	hurt
<i>byw</i> ,	to live	<i>Duw</i> , m.	God
<i>bywyd-au</i> , m.	life, lives.	<i>dynol</i> ,	manly, human
<i>calon-au</i> , f.	heart-s	<i>dywed</i> ,	say, tell
<i>canu</i>	to sing	<i>eira</i> , m.	snow
<i>carn-au</i> , m.	hoof-s	<i>eithaf</i> ,	enough
<i>castell, cestyll</i> ,	castle-s	<i>enw da</i> , m.	good name
m.		<i>enwog</i> ,	famous
<i>cei fyned</i> (<i>ca</i> ,	thou shalt go	<i>er gwaethaf</i> ,	notwithstand-
<i>cael</i>),			ing
<i>codi</i> ,	to rise	<i>draw</i> ,	away
<i>codiad</i> , m.	rising	<i>dryc-hin</i> , m.	bad weather,
<i>cyfaill</i> , m.	friend		storms
<i>cyfan</i> ,	whole	<i>fy nghynygiad</i> ,	my offer
<i>Cymru</i> , f.	Wales	(<i>cynygiad</i>)	
<i>Cymru Fu</i> ,	The Wales that	<i>ffrynd</i> , m.	friend
	has been, or	<i>gauaf</i> ,	winter
	Wales of the	<i>garw</i> ,	rough
	Past	<i>gloewi</i> ,	to brighten
<i>Cymru Sy'</i>	The Wales that	<i>gobeithio</i> ,	I hope
(<i>Sydd</i>),	is, or Wales	<i>grudd</i> , f.	cheek, features
	of the Present	<i>grym</i> , m.	force, strength
<i>Cymru Fydd</i> ,	The Wales that	<i>gwahanu</i> ,	to separate
	shall be, or	<i>gwaith</i> , m.	work
	Wales of the	<i>gwan</i> ,	weak
	Future	<i>gwanwyn</i> , m.	spring
<i>Cymro, Cymry</i> ,		<i>gwareiddiad</i> , m.	civilization
m.	Welshman,	<i>gwella</i> ,	to mend, to im-
	Welshmen		prove
<i>cyrchu</i> ,	to fetch	<i>gwen-au</i> , f.	smile-s
<i>cymer</i> ,	take	<i>gwlad</i> , f.	country
<i>chwaer</i> , f.	sister	<i>gwrando</i> ,	to listen
<i>shwyldroad</i> , m.	revolution	<i>gwyddoneg</i> , f.	science
<i>dadbygiad</i> , m.	evolution, un-	<i>haul</i> , m.	sun
	folding	<i>hedeg</i> ,	to fly
<i>dal</i> ,	to hold	<i>gwyr</i> (<i>gwybod</i>)	knows
<i> dangos</i> ,	to show	<i>helynt</i> , m.	condition, state
<i>ddei</i> (<i>ddeui di</i>),	wilt thou come	<i>heno</i> ,	to-night
<i>deall</i> ,	understand	<i>hin</i> , f.	weather
<i>dewis</i> ,	to choose	<i>hoff</i> ,	dear
<i>diau</i> ,	doubtless	<i>hwyrach</i> ,	perhaps
<i>digon</i> ,	enough	<i>hyfryd</i> ,	pleasant
<i>diwygiad-au</i> , m.	reform-s	<i>hyn-ach</i> ,	old-er
<i>dodi</i> ,	to place	<i>iach</i> ,	well, healthy

<i>iaith</i> , f.	language	<i>pur</i> ,	pure
<i>iaunder-au</i> , m.	right-s	<i>pwysig</i> ,	important
<i>ieuanc</i> ,	young	<i>rhewi</i> (<i>rheuw</i>),	to freeze
<i>llam</i> , m.	a step	<i>rhieni</i> , m.	parents
<i>llaw</i> , f.	hand	<i>rhu</i> , m.	roar
<i>llawer iawon</i> ,	very many	<i>'rwy'n</i> (<i>yr wyf</i>	
<i>lle</i> (<i>pa le</i>),	where	<i>yn</i>),	I
<i>lloer</i> , f.	moon	<i>'rwy'n gobeithio</i> ,	I hope
<i>llon</i> ,	merry	<i>rhyddid</i> , m.	freedom, liber-
<i>llym</i> ,	sharp, keen		[ty.
<i>maith</i> ,	long	<i>rhynu</i> ,	to starve, to
<i>mam</i> , f.	mother		freeze
<i>marw</i> ,	dead	<i>Saesneg</i> , f.	English (lan-
<i>masnach-ol</i> , m.	commercial		guage)
<i>meddwl</i> , m.	mind, thought	<i>Saeson</i> ,	English (people)
<i>melus-ach</i> ,	sweet-er	<i>Sais</i> , m.	Englishman
<i>mil</i> ,	thousand, a	<i>sefyll</i> ,	to stand
	thousand times	<i>siarad</i> ,	to speak
<i>myn</i> ,	determine	<i>'stor</i> (<i>ystor</i>), m.	store
<i>nain</i> , f.	grandmother	<i>swydd-i</i> , f.	office-s, post-s
<i>neithiwr</i> ,	last night	<i>tad-au</i> , m.	father-s
<i>ni chymerrwn</i>	I would not take	<i>taid</i> , m.	grandfather
(<i>cymer</i>)		<i>teulu</i> , m.	family
<i>nwyfre</i> , f.	atmosphere	<i>teulu dynol</i> ,	the human race,
<i>oer</i> ,	cold		mankind
<i>ofn</i> , m.	fear	<i>tlawd</i> ,	poor
<i>ol-ion</i> , m.	sign-s	<i>torth-au</i> , f.	loaf, loaves
<i>onide</i> ,	or else	<i>treial-on</i> , m.	trial-s, trouble-s
<i>os dewisi</i> ,	if you like	<i>trwm</i> ,	heavy
<i>os felly</i> ,	if so	<i>tyner</i> ,	mild
<i>paid</i> ,	don't	<i>tyred</i> ,	come
<i>parchu</i> ,	to respect, to	<i>uniailh</i> ,	monoglot, able
	honour		to speak only
<i>parwb</i> ,	everybody		one language
<i>pelllder-au</i> ,	distance-s	<i>yfory</i> ,	tomorrow
<i>oedd</i> , m.		<i>yn gwrando'n</i>	
<i>penaf</i> ,	chief	<i>astud</i> ,	listening atten-
<i>perthynas-au</i> ,	relation-s		tively
m.		<i>yn mhellach</i> ,	further
<i>plentyn</i> , <i>plant</i> ,	child-ren	<i>yn rhynu</i> ,	shivering
m.		<i>ynte</i> ,	then
<i>Prydain</i> , f.	Britain	<i>ysbryd</i> , m.	spirit
<i>prydawn</i> , m.	afternoon	<i>Ysgol Sul</i> , f.	Sunday School

PART II.

EXERCISES FOR TRANSLATION.

14.—LLONGAU MADOG—(Madog's Ships).

Mab Owen Gwynedd oedd Madog. Ni fedrai oddef gwel'd y gelyn yn ei wlad. Am hyny efe a gymerodd longau, aeth ef a'i wyr iddynt, a hwyliodd y llongau i'r môr. Ni chlywodd neb air am Fadog a'i wyr byth mwy. Dywed rhai iddynt oll foddi yn y môr ; dywed rhai ereill eu bod wedi tirio yn yr America, ac wedi sefydlu Cymru newydd yno.

I.

Wele'n cychwyn dair-ar-ddeg
 O longau bach ar foreu teg ;
 Wele Madog ddewr ei fron
 Yn gadben ar y llynges hon,
 Myn'd y mae i roi ei droed
 Ar le na welodd dyn erioed ;
 Antur enbyd ydyw hon,
 Ond Duw a'i deil o dòn i dòn.

II.

Ser y nos a haul y dydd
 O gwmpas oll yn gwmpawd sydd ;
 Codai corwynt yn y de',
 A chodai'r tonau hyd y ne' ;
 Aeth y llongau ar eu hynt
 I grwydro'r môr yn mraich y gwynt ;
 Dodwyd hwy ar dramor draeth
 I fyw a holl er gwell er gwaeth.

III.

Wele'n glanio dair-ar-ddeg
 O longau bach ar fore teg ;
 Llais y morwyr glywn yn glir
 'Rol blwydd o daith yn bloeddio—"Tir !"
 Canent newydd gân yn nghyd
 Ar newydd draeth y newydd fyd ;
 Wele heddwch i bob dyn,
 A phawb yn frenin arno'i hun.

25.—YR HEN GYMRO A'R BRENIN (The old Welshman
 and the King).

Gorchfygodd Harri'r Cyntaf, Brenin Lloegr, Gymru i gyd. Yr oedd wedi dweyd lawer gwaith y mynai ddileu yr Iaith Gymraeg o'r byd. Clywodd y Cymry hyny, a meddylent y buasai y brenin yn lladd y gwyr a'r gwraedd, ac yn myn'd a'r plant i gyd i Loegr. Yn Lloegr y buasent yn dysgu Saesneg, ac yn anghofio hen iaith eu tad a'u mam. Wedi hyny y buasai y brenin yn eu gyru adref i Gymru, ac felly ni fuasai dim ond Saesneg yn Nghymru i gyd o Lanandras i Dyddewi, ac o Gaergybi i Gaerdydd.

Daeth y brenin, gyda holl fyddin Lloegr gydag ef, i'r Gogledd i ddechreu. Ciliodd Gruffydd ab Cynan a'r Cymry o'i flaen i fynyddoedd Eryri. Ac yr oedd ar y Saeson ofn eu dilyn yno. Daeth gwlaw ac ystormydd, a gorfu i Harri gilio'n ol. Gwnaeth heddwch â'r Cymry, ac aeth Owen mab Gruffydd ab Cynan gydag ef i Loegr.

Yn mhen rhai blynyddoedd daeth i Ddeheudir Cymru, lle yr oedd Rhys ab Tewdwr yn frenin. Ac yr oedd Harri wedi penderfynu dileu yr Iaith Gymraeg o'r De. Yn Mhencader gwelodd hen wr o Gymro oedd wedi gweled llawer tro ar fyd, a gofynodd iddo a oedd yn bosibl lladd yr Iaith Gymraeg. A dyma ddywedodd yr hen wr doeth :

“O frenin, ti elli boeni llawer ar y genedl hon; ti elli wneud llawer o ddrwg iddi, ond ni fedru di ddifodi cenedl y Cymry. Ni fedr llid dyn ddinystrio cenedl, os na fydd llid Duw yn ei herbyn hefyd. Ac ar Ddydd Mawr y Farn pan fydd Duw yn ein galw oll i roddi cyfrif am ein gweithredoedd, yr wyf yn meddwl am holl drigolion y wlad hon mai yn Gymraeg y byddant yn ei ateb!”

Mae saith can' mlynedd oddiar hyny, ac mae'r Iaith Gymraeg heddyw yn fyw, ac yn cael ei siarad genym ni, ac yn cael ei dysgu yn ein hysgolion.

16.—TYWYSOG CYMRU (The Prince of Wales).

Wedi marw Llewelyn, Brenin Cymru, rhaid oedd i'r Cymry gael tywysog newydd. Ond yr oedd Iorwerth, Brenin Lloegr, wedi penderfynu na chaent yr un brenin ond efe. Gwyddai mai rhyfela yn erbyn Lloegr a wnai y Cymry os caent frenin arnynt eu hunain.

Ond nid oedd dim wnai y tro i Gymry y De a'r Gogledd ond cael Cymro yn frenin arnynt. Ac o'r diwedd addawodd Iorwerth Gymro yn frenin iddynt os aent i'w gyfarfod ef i Gaernarfon yn yr haf.

Ar lan y Fenai y mae Castell Caernarfon. Bu Iorwerth y Brenin a'i Frenines yno'n aros, ac yno y ganwyd mab hynaf y brenin.

Yn yr haf daeth y Cymry i Gaernarfon i ofyn i'r brenin gyflawni ei addewid, a rhoddi Cymro yn dywysog iddynt. A dyma'r brenin yn dyfod atynt, a'r baban bach yn ei freichiau, ac yn dywedyd wrthynt:—“Wele eich dyn! Dyma i chwi Gymro bach wedi ei eni yn Nghymru, ac ni fedr air o Saesneg!”

Gwenodd y Cymry wrth ei weled, a dywedasant mai efe a gai fod yn frenin Cymru. Daeth pob un at ei gryd i'w gusanu, ac yna aethant adref yn llawen wrth feddwl

mai'r Cymro bach fyddai Brenin Cymru. Rhoddwyd y baban i Gymraes i'w fagu, gyda bachgen o'r enw Hywel, a dyma fel y canai uwchben ei gryd :—

“ Myfi sy'n magu'r baban gwan
 Mewn pryder nos a dydd,
 A brenin enwog yw ei dad,
 Ac yntau brenin fydd.
 Rhy wan wyf fi, rhaid edrych fry,
 Am un i'w gadw'n iach ;
 O bydded Brenin Mawr y nef
 Wrth gryd y brenin bach.”

A byth ar ol hyny Tywysog Cymru y gelwir mab hynaf y brenin.

17.—MAES BOSWORTH (Bosworth Field).

Bu rhyfel poeth rhwng pobl y Rhosyn Coch a phobl y Rhosyn Gwyn. Nid oedd neb i feddi'rgwenith ; daeth eisieu ar y bobl, ac yr oeddynt yn gwaeddi am heddwch ; ond rhyfel oedd yn bod.

O'r diwedd esgynodd Richard i'r Orsedd. Rhosyn gwyn oedd yn wisgo. Ond nid efe oedd etifedd y Goron. Yr oedd ganddo ddau nai bach amddifad, meibion ei frawd, a hwy ddylasant wisgo'r Goron. Ond anfonodd Richard hwynt i Dwr Llundain, a phan oeddynt yn cysgu yn dawel ryw noson daeth dau lofrudd oddiwrth y brenin i'w mygu. Yr oedd gan y ddau dywysog bach chwaer o'r enw Elisabeth. Treiodd Richard ei chael hithau i'w afael, ond cadwodd Daw hi. A hi oedd etifeddes y Rhosyn Gwyn.

Etifedd y Rhosyn Coch oedd Harri Tewdwr. Mab oedd ef i Owen Tewdwr o Benmynydd, Sir Fon. Cafodd ei dad ei ladd gan bobl y Rhosyn Gwyn, a diangodd yntau dros y môr i Lydaw. Ond wrth glywed mor druenus

oedd cyflwr y bobl, daeth adref i ymladd â Richard. Glaniodd yn Sir Benfro, a daeth holl wyr Deheudir Cymru i'w gyfarfod i'w groesawi. Cychwynodd i gyfarfod Richard, ac ar y ffordd daeth milwyr Gogledd Cymru a llawer o'r Saeson i ymuno âg ef.

Cyfarfyddodd y ddwy fyddin ar Faes Bosworth. Cyn y frwydr daeth llawer o filwyr Richard at Harri. Yna dechreuwyd ymladd. Lladdwyd Richard, tynwyd y goron oddiar ei ben, a rhoddwyd hi ar ben Harri. A bloeddiodd y ddwy fyddin, "Byw fyddo'r Brenin Harri."

Bu heddwch wedy'n drwy'r wlad i gyd. Ni fu ymladd byth wedy'n rhwng y Cymry a'r Saeson, oherwydd mai Cymro oedd brenin Lloegr. Priododd Harri, etifedd y Rhosyn Coch, ac Elisabeth, etifeddes y Rhosyn Gwyn, ac ni fu rhyfel rhwng y ddau rosyn mwyach.

18.—MARI JONES A'I BEIBL.—(Mary Jones and her Bible.)

Can' mlynedd yn ol yr oedd yn anhawdd iawn cael Beibl ; ychydig iawn oedd yn meddu un.

Yr adeg hono yr oedd Charles o'r Bala, gwr da ac anwyl gan bob Cymro, yn fyw. Yr oedd ganddo ysgolion ar hyd y wlad i ddysgu plant i ddarllen. Yr oedd un o'r ysgolion hyn wrth draed Cader Idris. I'r ysgol hon yr oedd geneth fach o'r enw Mari Jones yn myned. Dysgodd ddarllen yn dda. Yr oedd Beibl mewn ffermdy filldir o'i chartref, a byddai yn myned yno bob boreu i'w ddarllen. Nid oedd gan ei thad Feibl, ac yr oedd yn rhydlawd i brynu un.

Ond penderfynodd Mari gael Beibl iddi ei hun. Bu am hir amser yn cynilo pob dimai a gai, ac o'r diwedd yr oedd wedi casglu digon i brynu Beibl.

Ond nid oedd yr un Beibl ar werth yn nes na'r Bala,

ac yr oedd y ffordd yno yn arw, ac yn bum' milldir-
hugain o hyd. Ond cerddodd yr eneth fach hwy i gyd
yn droednoeth er mwyn cael Beibl.

Daeth i'r Bala rhyw fin nos yn lluddedig iawn, a
chafodd aros yn nhŷ hen bregethwr. Ar doriad y wawr
aeth yr hen bregethwr â hi i dŷ Mr. Charles. Ond erbyn
myned yno, yr oedd y Beiblau wedi eu gwerthu i gyd.
Pan glywodd hyn, torodd Mari i wylo yn chwerw.
Teimlodd Mr. Charles yn ddwys wrth ei gweled yn wylo,
a dywedodd, "Fy ngeneth anwyl i, rhaid i ti gael Beibl,
cymer hwn;" ac estynnodd Feibl iddi oedd wedi ei gadw
i gyfaill iddo.

Ac meddai Mr. Charles wrth yr hen wr, "Mi wnaf fy
ngoreu i gael Beibl i bob plentyn yn Nghymru." Ac felly
y gwnaeth. Aeth i Lundain, dywedodd hanes Mari
Jones yno, a sefydlwyd Cymdeithas y Beiblau i roddi
Beibl i bawb o bobl y byd.

Aeth Mari adref a'i Beibl gyda hi. Yr oedd yn
falchach o gael y Beibl na phe buasai wedi cael y byd i
gyd.

19.—CYMRU FYTH—(Wales for Ever).

1.

Mae'n Gymro fyth, pwy bynag yw,
A gar ei wlad ddinam;
Ac ni fu hwnw'n Gymro erioed
A wado fro ei fam.
Aed un i'r gad, a'r llall i'r môr,
A'r llall i dori mawn,
Ond cofio am Gymru yn mhob man
A wnaiff y Cymro iawn.
'Does neb yn caru Cymru'n llai
Er iddo grwydro'n ffol,
Mae calon Cymro fel y trai
Yn siwr o dd'od yn ol.

II.

Er myn'd yn mhell o Walia Wen,
 A byw o honi'n hir,
 Ac er i'r gwallt claerdduaf droi
 Yn wyn mewn estron dir,
 Mae'r cof am dad a mam yn myn'd
 I'r bwthyn yn y ddoi,
 A chlychau mebyd yn y glust,
 Yn galw'r Cymro'n ol.
 'Does neb yn caru Cymru'n llai
 Er iddo grwydro'n ffol,
 Mae calon Cymro fel y trai
 Yn siwr o dd'od yn ol.

III.

Enilled aur ac uchel glod
 Mewn gwlad o win a mêl,
 Aed yn ei longau ar y môr :
 Er maint o'r byd a wel—
 Wrth edrych ar fachludiad haul,
 A gwylio ser y nos,
 Bydd clychau arian yn y gwynt
 Yn son am Gymru dlos.
 'Does neb yn caru Cymru'n llai
 Er iddo grwydro'n ffol,
 Mae calon Cymro fel y trai
 Yn siwr o dd'od yn ol.

20.—Y BRENIN A'R ENETH FACH—(The King and the Little Girl).

Pan ar daith trwy ei deyrnas, daeth brenin i bentref
 tlws, lle yr oedd i aros am awr neu ddwy. Yr oedd y
 trigolion yn falch iawn fod y brenin mor ostyngedig ag

ymweled â'u pentref bychan a di-nod. Gwnaethant eu goreu i wneuthur ei arosiad byr yn eu plith yn un hapus. Canodd plant yr ysgol ganeuon croesawol, a gwasgarasant flodau ar y ffordd. Trodd eu rhieni allan yn eu dillad goreu i'w groesawi. Ymwelodd y brenin â'r ysgol, ac amlygodd ei foddhad wrth weled y plant yn myned trwy eu gwersi mor dda.

Cyn myned allan, gofynnodd ganiatad yr athraw i holi y dosbarth isaf. "I ba deyrnas fy mhlant y perthyn yr afal yma?" meddai ef, gan ei ddal o flaen eu llygaid.

"I'r deyrnas lysieuol," oedd atebiad geneth fechan.

"Ac," meddai y brenin, gan dynu darn o aur o'i logell, "i ba deyrnas y perthyn hwn?"

"I'r deyrnas fwnawl," oedd ateb yr un eneth.

"I ba deyrnas y perthynaf fi," meddai y brenin, gan feddwl clywed y plentyn yn ateb, "I'r deyrnas anifeil-aidd."

Ni wyddai yr eneth pa ateb i'w roddi, am y tybiai na buasai yn iawn i ddweyd fod ei brenin yn anifail. Gwelodd y brenin ei bod mewn dyrswch, ac meddai mewn llais calonogol, "Oni ellwch chwi ateb?"

Pan glywodd yr eneth lais tyner yn gofyn yr ail waith, atebodd, "I deyrnas nefoedd, eich Mawrhydi."

Llanwyd llygaid y brenin o ddagrau, ac meddai, gan osod ei law ar ben yr eneth, "Caniataëd Duw i mi fod yn deilwng o'r deyrnas hono."

21.—Y CAWCI A'R PAENOD—(The Jackdaw and the Peacocks).

Ar ben hen gastell preswyliai teulu o gawcïod. Gerllaw iddynt yr oedd palas boneddwr, lle y cedwid paenod.

Yn mhlith y cawcïod yr oedd un nad oedd yn fodd-lawn o'i sefyllfa.

Cenfigenai wrth yr hyn a ystyriai ef yn sefyllfa gysurus y paenod. Nid oedd arnynt eisieu dim. Gofalai y perchenog am danynt, haf a gauaf. Yr oedd ganddynt dŷ cynhes i fyw ynddo. Nid oedd achos iddynt i bryderu yn nghylch pryd o fwyd. Deuai y boneddwr â'u bwyd iddynt yn gyson, ac ni feiddiai neb anelu ei ddryll atynt, tra yr oedd ef yn fynych yn newynog, ac ar sythu yn y twll oedd ganddo fel tŷ.

Ceisiai yn fynych gyfrif am y gwahaniaeth oedd rhyngddo ef a'r paenod.

"Rhaid," meddai ef ar ol hir astudio, "mai eu pluf gwychion sydd wedi enill iddynt ffafr dynion." Yna aeth, a chasglodd y pluf oedd y paenod wedi golli, ac ymwisgodd ynddynt.

Ar ol gwneuthur ei hun mor debyg ag y medrai i'r paenod oedd gerllaw iddo, aeth i'w plith gan ddysgwyl cael derbyniad calonog, a chael rhan o fywyd moethus y paenod. Ni chafodd ond derbyniad oer ganddynt, oblegyd yr oedd ei gerddediad mor annhebyg i gerddediad paen fel yr amheuent ai paen oedd ai peidio.

Ond yr oedd ei bluf mor debyg fel nas gallent wadu y berthynas. Wedi bod am ychydig amser yn eu plith anghofiodd y cawei ei hunan, a dechreuodd ganu. Deallodd y paenod yn y fan mai twyllwr oedd. Cafodd driniaeth mor arw ganddynt fel y gadawodd hwynt mor gynted ag y gallodd.

Aeth yn ol at ei frodyr a'i chwiorydd, ond ni wyddent hwy mai eu brawd oedd, oblegyd yr oedd pluf y paenod heb eu tynu ffwrdd. Pan amcanodd fyned i'w hen nyth ymosodasant arno yn ddi-drugaredd, a gorfu iddo fyned a byw wrtho ei hun.

22.—Y GWYNT A'R HAUL—(The Wind and the Sun).

Cododd dadl er ys llawer dydd rhwng yr haul a'r gwynt yn nghylch eu cryfder. Pan oeddynt ar ganol y

ddadl gwelsant ddyn yn cerdded ar yr heol, a ch'nddo fantell yn hongian yn rhydd ar ei ysgwyddau.

Cytunasant fod i'r un a lwyddai i dynu y fantell oddiar ysgwyddau y teithiwr yn yr amser byraf, i gael ei ystyried y cryfaf. "Gad i fi gael y cynyg cyntaf," ebe y gwynt wrth yr haul, "a thi a gei weled mor hawdd ydyw y gwaith i mi."

"Wel, dechreu," meddai yr haul. "Dyro brawf o'r cryfder yr wyt yn ymfrostio ynddo bob tro y cwrddwn."

Gyda hyn dyma y gwynt yn dechreu ar ei waith. Chwythodd â'i holl egni. Teimlodd y dyn yr oerfel, a thynodd y fantell yn dynach am dano. Parhaodd y gwynt i chwythu nes i'r dw'r ddechreu rhedeg o lygaid y teithiwr. Tynodd y dyn y fantell yn agosach fyth. Bu y gwynt bron a cholli ei dymher wrth weled y dyn yn dal ei afael mor dyn yn ei fantell, a chwythodd gyda'r fath nerth nes y methodd y dyn a myned gam yn mlaen.

Syrthiodd y dyn ar y llawr, a thynodd ei fantell mor dyn ag y gallai am dano, gan wneud ei feddwl i orwedd yn y fan hono hyd nes y tawelai y gwynt.

"Dyna ti wedi methu," meddai yr haul, gan chwerthin yn ngwyneb y gwynt. "Yn awr fy nhro i ydyw."

"Dy dro di yn wir," meddai y gwynt. "A ydwyt ti yn ddigon ffol i feddwl y galli di wneud yr hyn yr wyf fi yn rhy wan i'w wneuthur? Ond mae yn deg i ti gael cynyg. Dechreu haul. a Gofala chwythu yn gryf."

Ond ni chwythodd yr haul o gwbl. Agorodd ei lygaid mawr. Gwenodd dros ei holl wyneb. Ni wnaeth un swn. Tafloodd o'r neilldu y cwmwl du lle yr ymguddiai tra bu y gwynt wrth ei waith. Cyrhaeddodd ei belydrau y dyn oedd yn gorwedd yn y ffos.

Pan gafodd hwnw fod y gwynt wedi dystewi, cododd, ac aeth yn mlaen ar ei daith. Yr oedd yn cadw gafael dyn yn ei fantell hyd yn hyn.

"Mae yr hin wedi newid yn ddisymwth," meddai wrtho ei hun. "Gallaf dynu fy mantell yn rhydd yn awr."

Yr oedd yr haul erbyn hyn yn dysgleirio yn danbaid. Teimlodd y dyn ei wres. Cerddodd yn arafach.

“Fum i ddim allan ar ddiwrnod poethach erioed,” meddai wrtho ei hun. “Mae yn rhaid i mi dynu y fantell yma i ffwrdd, onide ni chyrhaeddaf ben fy nhaith heno.” A gyda'r gair wele ef yn ei thafu oddiar ei ysgwyddau.

“Ha! ha!” meddai yr haul, “B'le yr wyt ti 'nawr Meistr Gwynt? Pwy ydyw y cryfaf?”

“Wel,” meddai y gwynt, “mae yn wir iti i lwyddo i dynu y fantell oddiar ysgwyddau y dyn, ond nid wyf yn hoffi dy gynllun di o weithio. Yr wyt yn rhy ddistaw wrth dy waith. Yr wyf fi yn hoffi cadw ychydig swm fel y gallo eraill wybod fy mod yn gweithio.”

“Diolch i ti am dy ganmoliaeth oer,” meddai yr haul; “yr wyf yn foddllawn i ti gymeryd y cynllun a fynot i weithio, ac mi obeithiaf dy fod yn barod i ganiatau i minau yr un rhyddid.”

Rhoddodd y gwynt un ochenaid, ac ni chlywyd ei lais wedi hyny drwy y dydd.

23.—TY AR DAN—(A House on Fire).

“Tân! tân! tân!”

Dychrynodd y floedd y bobl o'u cwsg. Agorasant eu ffenestri er mwyn cael allan yn mha le yr oedd y tân.

Llanwyd yr ystryd gan ddynion yn rhedeg am y cyntaf tuag at y tŷ oedd ar dân, gan obeithio bod mewn pryd i achub bywydau y rhai oedd yn preswyllo ynddo.

Ymgasglodd torf fawr o gylch y tŷ mewn amser byr. Esgynai'r fflamau i'r awyr gan wneuthur y nos dywell mor oleu a'r dydd.

Ofnai y dyrfa na achubid un o'r bobl druenus oedd yn byw yn y tŷ. Nid oedd gan neb o honynt un cymhorth i roddi i'w cyfeillion oeddynt yn garcharorion i'r fflamau.

Ond er eu mawr lawenydd torodd y llef ganlynol ar eu clustiau—"Gwnewch ffordd!" Ac wele y dorf yn ymagor, a dynesodd y peiriant tân at y tŷ oedd yn llosgi.

Yr oedd digon o freichiau cryfion a chalonau ewyllsgar yn barod i'w weithio, ac yn fuan yr oedd ffrydiau mawrion o ddwfr yn cael eu tywallt ar y fflamau.

Rhedodd rhai o'r tanwyr âg ysgol at un o'r ffenestri, ac achubasant wr a gwraig a dau blentyn.

Pan ddihunodd y fam o lewyg i'r hwn y syrthiodd pan yr achubwyd hi, gwaeddodd "Gwilym! Gwilym! y mae Gwilym bach yn y gwely!"

Rhedodd at yr ysgol er mwyn achub ei baban o'r tân.

Tynwyd hi yn ol gan un o'r tanwyr, yr hwn a aeth i fyny gan benderfynu achub yr un bach.

O! fel yr hiraethai y dyrfa am ei weled yn dyfod yn ol o ganol y mwg a'r tân.

Cynyddai y tân. Cynyddai pryder y bobl. "Y mae wedi syrthio yn aberth i'r tân!" meddai un wrth y llall.

Ond wele y tanwr dewr yn dyfod at yr ysgol gan gario Gwilym bach yn ei freichiau. Disgynodd yn ofalus ar hyd yr ysgol.

Rhoddodd y baban i'r fam; ac y mae yn anhawdd gwybod pa un ai y fam wrth dderbyn y baban, neu y tanwr wrth ei achub, oedd yn mwynhau y pleser mwyaf.

Nis gall y rhai oedd yn bresenol anghofio yr "hwre" a roddwyd i'r tanwr glew pan y dododd y plentyn yn mynwes y fam.

24.—YR ESTRYS—(The Ostrich).

Yr estrys ydyw yr aderyn mwyaf yn y byd. Nid ydyw yn gallu ehedeg fel y gall y rhan fwyaf o adar. Mae ei gorff mor drwm, a'i adenydd mor fach fel nas gallant ei godi i'r awyr.

Pan mae adar mewn perygl o syrthio yn nwyllaw rhyw elyn, y maent yn hedfan i ffwrdd; ond nis gall yr estrys wneuthur felly.

Sut y mae ef yn dianc ?

Mae yr estrys yn rhedeg.

Mae ei goesau yn hirion, ac mae ei adenydd yn ei gynorthwyo i fyned yn gyflym. Y mae yn gallu rhedeg mor gyflym a cheffyl. Defnyddia ei adenydd byrion fel y mae plant yn defnyddio eu breichiau pan yn rhedeg.

Pan byddo yr estrys wedi blino rhedeg, cuddia ei ben mewn llwyn, neu yn y tywod, a theimla yn ddyogel, heb feddwl fod ei gorff mawr yn y golwg.

Mae ei gartref yn Affrica. Dywedir ei fod yn gallu bwyta cerig, coed, ac hyd y nod ddarnau o haiarn.

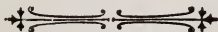
Nid ydyw yr estrys yn myned i lawer o drafferth wrth wneud nyth. Pant bychan yn y tywod ydyw yr oll y mae yn geisio, ac yno y gesyd ei wyau. Nid ydyw yn eistedd ar yr wyau fel y gwna adar eraill. Y mae gwres yr haul yn eu deori.

Mae yr wyau yn rhai mawr iawn, ac y mae y plisgyn yn drwchus ac yn gryf, a defnyddir ef gan y brodorion i gario dwfr. Gellir gweled y benywod yn myned i'r ffynon, a chanddynt ugain neu ragor o'r plisg mewn rhwyd ar eu cefnau.

Yr hyn sydd yn gwneuthur yr estrys yn nodedig, ydyw y pluf mawrion sydd yn tyfu ar ei gorff. Y mae un plufyn yn werth llawer o arian. Gwisgir hwynt gan foneddesau ein gwlad yn eu hetiau.

Yr ydym i gyd wedi clywed am "dair pluen" Tywysog Cymru. Y mae ef yn ddyledus i'r estrys am y pluf hyn.

Y mae yr estrys yn aderyn cryf. Pan ddelir ef yn ieuanc y mae yn hawdd ei ddofi, ac y mae i'w weled weithiau yn cario plant ei berchenog ar ei gefn.



B

NOTE.—Words commencing radically with *B* are sometimes inflected so as to commence with *F* or *M*, as *brawd*, *frawd*, *mrrawd* (brother).

Others commencing radically with *P*, change the *P* into *B* under certain conditions, as *pen*, *ben* (head).

For Rules for these see Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

<i>balch-ach</i>	-	-	-	-	-	proud-er
<i>barn</i>	.	.	.	.	.	judgment
<i>Beibl-au</i> , m.	.	.	.	.	.	Bible-s
<i>beiddi.o</i> -(odd, af, wch, ant)	.	.	.	.	.	to dare
<i>benyw-od</i> , f.	.	.	.	.	.	female-s, wom.an-en
(o'r) <i>blaen</i>	.	.	.	.	.	before
<i>b'le</i> (pa le)	.	.	.	.	.	where
<i>bloedd-iadau</i> , f.	.	.	.	.	.	shout-s
<i>blodyn</i> , <i>blodau</i> , m.	.	.	.	.	.	flower-s
<i>blwydd-i</i> , f.	.	.	.	.	.	year-s
<i>bodddhad</i> , m.	.	.	.	.	.	satisfaction
<i>boddlawn</i>	.	.	.	.	.	willing, satisfied
<i>boneddes-au</i> , f.	.	.	.	.	.	lad.y-ies
<i>brawd</i> , <i>brodyr</i> , m.	.	.	.	.	.	brother-s
<i>bro-ydd</i> , f.	.	.	.	.	.	place-s, land-s
<i>brodor-ion</i> , m.	.	.	.	.	.	native-s
<i>bron</i>	.	.	.	.	.	almost
<i>brwthyn-od</i> , m.	.	.	.	.	.	cottage-s
<i>bychan</i>	.	.	.	.	.	small
<i>bydd</i> -(af, ant, i, wch)	.	.	.	.	.	to be
<i>bydded</i>	.	.	.	.	.	let
<i>byddin-oedd</i> , f.	.	.	.	.	.	arm.y-ies
<i>bynag</i>	.	.	.	.	.	ever
<i>byr</i> (s.)-af, <i>ion</i> (pl.)	.	.	.	.	.	short-er
<i>bywyd-au</i> , m.	.	.	.	.	.	life, lives

C

NOTE.—Words commencing radically with *C* are sometimes inflected so as to commence with *G*, *Ngh*, or *Ch*, as *caer*, *gaer*, *nghaer*, *chaer* (wall, fort).

For Rules for these changes see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

<i>cadben-iaid</i> , m.	.	.	.	.	.	captain-s
<i>cael</i>	.	.	.	.	.	to have
<i>Caerdydd</i>	.	.	.	.	.	Cardiff
<i>Caergybi</i>	.	.	.	.	.	Holyhead
<i>calonogol</i>	.	.	.	.	.	encouraging
<i>cam-rau</i> , m.	.	.	.	.	.	step-s

C—continued.

<i>can-euon</i> , f.	-	-	-	-	-	-	song-s
<i>caniatad</i> , m.	-	-	-	-	-	-	permission
<i>canlyn-ol</i>	-	-	-	-	-	-	follow-ing
<i>canmoliaeth</i> , f.	-	-	-	-	-	-	praise, commendation
<i>carcharor-ion</i> , m.	-	-	-	-	-	-	prisoner-s
<i>careg, cerig</i> , f.	-	-	-	-	-	-	stone-s
<i>cartref-i</i> , m.	-	-	-	-	-	-	home-s
<i>castell, cestyll</i> , m.	-	-	-	-	-	-	castle-s
<i>cawci-od</i> , m.	-	-	-	-	-	-	jackdaw-s
<i>cefn-au</i> , m.	-	-	-	-	-	-	back-s
<i>cei</i>	-	-	-	-	-	-	thou shalt
<i>cerddediad</i> , m.	-	-	-	-	-	-	walk, gait
<i>clær-ddu</i>	-	-	-	-	-	-	bright black
<i>clir</i>	-	-	-	-	-	-	clear
<i>cloch, clychau</i> , f.	-	-	-	-	-	-	bell-s
<i>clod-ydd</i> , m.	-	-	-	-	-	-	praise-s, fame
<i>clyw.ed</i> -(af, i, ant)	-	-	-	-	-	-	to hear
<i>coes-au</i> , f.	-	-	-	-	-	-	leg-s
<i>coron-au</i> , f.	-	-	-	-	-	-	crown-s
<i>corwynt-oedd</i> , m.	-	-	-	-	-	-	hurricane-s
<i>croesaw.i</i> -(af, wch, ant)	-	-	-	-	-	-	to welcome
<i>cryd</i> , m.	-	-	-	-	-	-	cradle
<i>cryf.af-ion</i> (pl.)	-	-	-	-	-	-	strong-er
<i>cumpas</i>	-	-	-	-	-	-	about, surrounding
<i>cumpawd</i> , m.	-	-	-	-	-	-	compass
<i>cwmwl, cymylau</i> , m.	-	-	-	-	-	-	cloud-s
<i>cwrddun</i>	-	-	-	-	-	-	we meet
<i>cwsg</i>	-	-	-	-	-	-	sleep
<i>cyf.lwr-lyrau</i> , m.	-	-	-	-	-	-	state-s, condition-s
<i>cyfrif</i> , m.	-	-	-	-	-	-	reckoning, account
<i>cymdeithas-au</i> , f.	-	-	-	-	-	-	societ.y-ies
<i>cymhorth</i> m.	-	-	-	-	-	-	help
<i>Cymraeg</i> , f.	-	-	-	-	-	-	Welsh (language)
<i>Cymru</i> , f.	-	-	-	-	-	-	Wales
<i>cynhes</i>	-	-	-	-	-	-	warm
<i>cynllun-iau</i> , m.	-	-	-	-	-	-	plan-s, method-s
<i>cyntaf</i>	-	-	-	-	-	-	first
<i>cyson</i>	-	-	-	-	-	-	regular
<i>cysur-us</i>	-	-	-	-	-	-	comfort-able

Ch

NOTE.—Some words commencing radically with C, change the C into Ch under certain conditions, as *cyfaill, chyfaill* (friend).

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

D—continued.

<i>dyrysych</i> , m.	.	.	.	.	.	.	puzzle
<i>dysg-u</i> (<i>af</i> , <i>ant</i> , <i>wch</i>)	.	.	.	.	.	.	to learn, to teach
<i>dysgwyl</i>	.	.	.	.	.	.	to expect

Dd

NOTE.—No Welsh word commences radically with *Dd*. Such words as commence with *Dd* are inflected from the radical initial *D*, as *dafad*, *DDafad* (sheep).

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

E

NOTE.—Words commencing radically with *E*, sometimes have the *H* prefixed, as *egni*, *hegn* (might).

Others commencing radically with *G*, under certain circumstances drop the *G*, leaving the *E* as the initial, as *gen*, *en* (mouth).

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

<i>eich</i>	.	.	.	.	.	.	your
<i>egni</i> , m.	.	.	.	.	.	.	might
<i>enbyd</i>	.	.	.	.	.	.	dangerous
<i>er</i>	.	.	.	.	.	.	for
<i>erioed</i>	.	.	.	.	.	.	ever (past time), never
<i>esgyn</i> (<i>af</i> , <i>wch</i> , <i>ant</i>)	.	.	.	.	.	.	to ascend
<i>estron-iaid</i> , m.	.	.	.	.	.	.	stranger-s
<i>estrys-od</i> , m.	.	.	.	.	.	.	ostrich-es
<i>etifedd-ion</i> , m.	.	.	.	.	.	.	heir-s
<i>etifeddes-au</i> , f.	.	.	.	.	.	.	heiress-es
<i>eu</i>	.	.	.	.	.	.	their
<i>ewyllys-gar</i>	.	.	.	.	.	.	willing

F

NOTE.—Words commencing radically with *F* undergo no initial change. Words commencing radically with *B* or *M* change these letters for *F* under certain circumstances, as *brawd*, *Frawd* (brother), *mam*, *Fam* (mother).

For Rules for these see the Introductory Chapter on the Mutation of Initial Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

<i>fry</i>	up, above
------------	---	---	---	---	---	---	-----------

Ff

NOTE.—Words commencing radically with *Ff* undergo no initial change. Most ordinary nouns commencing with *Ff* are of the feminine gender.

<i>ffajr-au</i> , f.	-	-	-	-	-	favor-s
<i>fferm.dy-dai</i> , m.	.	.	.	.	.	farm.house-s
<i>fflam-au</i> , f.	-	-	-	-	-	flame-s
<i>ffordd</i> , <i>ffyrdd</i> , f.	.	.	.	.	.	road-s
<i>ffos-ydd</i> , f.	-	-	-	-	-	ditch-es
<i>ffrwd</i> , <i>ffrydiau</i> , f.	.	.	.	.	.	brook-s, stream-s

G

NOTE.—Words commencing radically with *G* are sometimes inflected so as to drop the *G*, leaving the following letter, whether Vowel or Consonant, as the Initial; or it changes into *Ng*, as *galar*, *alar*, *ngalar* (grief), *glan*, *Lan*, *nglan* (shore), *gris*, *ris*, *ngris* (step), *gwledd*, *wledd*, *ngwledd* (feast).

Others commencing radically with *C*, change the *C* into *G* under certain circumstances, as *cysaill*, *gyfaill* (friend).

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical Forms **only** are given in the Vocabulary.

<i>gad</i>	-	-	-	-	-	let
<i>gair</i> , <i>geiriau</i> , m.	.	.	.	.	.	word-s
<i>gauaf-au</i> , m.	-	-	-	-	-	winter-s
<i>gelyn-ion</i> , m.	-	-	-	-	-	enem.y-ies
<i>glew</i>	-	-	-	-	-	brave, gallant
<i>goleu</i>	-	-	-	-	-	light
<i>gol.wg-ysfeydd</i> , f.	.	.	.	.	.	sight-s
<i>gorsedd-au</i> , f.	-	-	-	-	-	throne-s
<i>gostyngedig</i>	-	-	-	-	-	humble
<i>gwad.u</i> -(af, ant, wch)	-	-	-	-	-	to deny
<i>gwaedd.i</i> -(af, ant, wch)	-	-	-	-	-	to shout
<i>gwaeth</i>	-	-	-	-	-	worse
<i>gwahaniaeth</i>	-	-	-	-	-	difference
(llawer) <i>gwaith</i>	.	.	.	.	.	(many) times
<i>gwaith</i> , <i>gweithiau</i>,	.	.	.	.	.	work-s
(g) <i>weithiau</i>	-	-	-	-	-	sometimes
(o) <i>gwbl</i>	-	-	-	-	-	at all
<i>gweithred-odd</i> , f.	-	-	-	-	-	act-s
<i>gwell</i>	-	-	-	-	-	better
<i>gwen.u</i> -(af, wch, ant)	-	-	-	-	-	to smile
<i>gwers-i</i> , f.	-	-	-	-	-	lesson-s
<i>gwerth.u</i> -(af, ant, wch)	-	-	-	-	-	to sell
(ar) <i>werth</i>	-	-	-	-	-	(on) sale
<i>gwin-odd</i> , m.	.	.	.	.	.	wine-s

G—continued.

<i>gwata ydd</i> , m.	rain-s
<i>gwnaf</i>	I will do
<i>gwnaeth</i>	he, she, or it did
<i>gwresawol</i>	welcome
<i>gwyh</i>	gay
<i>gwyddat</i>	he knew
<i>Gwilym</i>	William
<i>gwyneb-au</i> , m.	face-s
(o) <i>gylch</i>	about, around
(mor) <i>gynted</i>	as soon as

Ng and Ngh

NOTE.—No Welsh word commences radically with *Ng* or *Ngh*. Such words as commence with *Ng* or *Ngh* are inflected from the radical *G* or *C*, as *gan*, *ngair* (word), *cân*, *ngân* (song).

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

H

NOTE.—Words commencing radically with *H* undergo no initial change. Some words, however, which commence radically with a vowel have the *H* prefixed under certain circumstances. as *A lod*, *haelod* (member), *enw*, *henw* (name).

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

<i>ha</i> , <i>ha</i>	ha, ha
<i>haiarn</i> , m.	iron
<i>hanes-ion</i> , m.	stor.y-ies
<i>hapus</i>	happy
<i>Harri</i>	Henry
<i>hedfan</i>	to fly
<i>heol-ydd</i> , f.	road-s
<i>hin</i> , f.	weather
<i>hon</i> , f. <i>hwn</i> , m.	this
<i>hongian</i>	hanging
(o) <i>honi</i>	from her
<i>hono</i> , f. <i>hunw</i> , m.	that
<i>hwre</i>	hurrah
<i>hyd yn nod</i>	even
<i>hynaf</i>	eldest
<i>hynl</i> , f.	journey
<i>hyny</i>	that, these

I

NOTE.—Words commencing radically with *I* sometimes have the *H* prefixed, as *iaith*, *hith* (language).

A few others commencing radically with *Gi*, drop the *G* under certain conditions, leaving the *I* as the initial, as *giar*, *iar* (hen).

For Rules for these see the Introductory Chapter on the Mutation of Initial Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

<i>iach</i>	-	-	-	-	-	healthy
<i>Iorwerth</i>	-	-	-	-	-	Edward
<i>isaf</i>	-	-	-	-	-	lowest

L

NOTE.—Only a few Welsh words commence radically with *L*. Most words commencing with *L* are inflected from the radical *Ll*, as *llaw*, *Law* (hand); or have dropped the initial *G*, *glan*, *lan* (shore).

For Rules for these see the Introductory Chapter on the Mutation of Initial Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

LI

NOTE.—Words commencing radically with *Ll* are sometimes inflected so as to commence with *L*, as *llaw*, *Law* (hand), *llaeth*, *laeth* (milk).

For Rules for these see the Introductory Chapter on the Mutation of Initial Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

<i>llewyg-feydd</i> , f.	-	-	-	-	-	swoon-s
<i>llid</i> , m.	-	-	-	-	-	anger
<i>llofrudd-ion</i> , m.	-	-	-	-	-	murderer-s
<i>llogell-au</i> , f.	-	-	-	-	-	pocket-s
<i>lluddedig</i>	-	-	-	-	-	weary, tired
<i>Llundain</i>	-	-	-	-	-	London
<i>Llyaaw</i>	-	-	-	-	-	Brittany
<i>llynges-au</i> , f.	-	-	-	-	-	fleet-s
<i>llysienuol</i>	-	-	-	-	-	vegetable (adj.)

M

NOTE.—Words commencing radically with *M* are sometimes inflected so as to commence with *F*, as *mab*, *fab* (son).

Others commencing radically with *B*, change the *B* into *M* under certain conditions, as *brawd*, *mrawd* (brother).

For Rules for these see the Introductory Chapter on the Mutation of Initial Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

<i>mab</i> , <i>meibion</i> , m.	-	-	-	-	-	son-s
<i>machlud-iad</i> , m.	-	-	-	-	-	set-ting
<i>mag.ii</i> (-af, ant, wch)	-	-	-	-	-	to nurse
<i>mai</i>	-	-	-	-	-	that
<i>maint</i> , m.	-	-	-	-	-	size

M—continued.

<i>mantell, mentyll, f.</i>	.	.	.	.	.	mantle-s
<i>math</i>	.	.	.	.	.	such
<i>maron, m.</i>	.	.	.	.	.	peat, turf
<i>marwrhydi</i>	.	.	.	.	.	majesty
<i>mebyd, m.</i>	.	.	.	.	:	youth
<i>med.i -(af, wch, ant)</i>	.	.	.	.	.	to reap
<i>meistr-i, m.</i>	.	.	.	.	.	master-s
<i>mel, m.</i>	.	.	.	.	.	honey
<i>milldir-oedd, f.</i>	.	.	.	.	.	mile-s
<i>Mon, f.</i>	.	.	.	.	.	Anglesey
<i>mor.wor, -wyr, m.</i>	.	.	.	.	.	sailor-s
<i>mwg, m.</i>	.	.	.	.	.	smoke
<i>mwawl</i>	.	.	.	.	.	mineral [(adv.)
<i>mwych</i>	.	.	.	.	.	more (adj.), more
<i>myfi</i>	.	.	.	.	.	I
<i>myn.u -(af, ant, wch)</i>	.	.	.	.	.	to will, to determine
<i>mynwes-au, f.</i>	.	.	.	.	.	bosom-s
<i>mynych</i>	.	.	.	.	.	frequent

Mh

NOTE.—No Welsh word commences radically with *Mh*, but the initial consonant *P* is under certain conditions inflected into *Mh*, as *Pen*, *MHEN* (head).

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

N

NOTE.—Words commencing radically with *N* undergo no initial change. Never add *H* to the radical *N*. *nhatur* is never used for *natur* (Nature). Words commencing radically with *D*, however, change the *D* into *N* under certain circumstances, as *drws*, *nraws* (door).

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

<i>nas</i>	.	.	.	.	.	not, that not
<i>nef-oedd (ne'), f.</i>	.	.	.	.	.	heaven-s
<i>neilldu</i>	.	.	.	.	.	one side
<i>newyde'</i>	.	.	.	.	.	new
<i>ni</i>	.	.	.	.	.	not
<i>nodedig</i>	.	.	.	.	.	noted
<i>noeth</i>	.	.	.	.	.	naked
<i>nyth-ed, m.</i>	.	.	.	.	.	nest-s

Nh

NOTE.—No Welsh word commences radically with *Nh*. The Initial Consonant *T* is, however, under certain circumstances, inflected into *Nh*, as *rad*, *nhad* (father).

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

O

NOTE.—Words commencing radically with *O* sometimes have the *H* prefixed, as *oed*, *hoed* (old).

Others commencing radically with *Go* drop the *G* under certain conditions, leaving the *O* as the initial letter, as *gofal*, *ofal* (care).

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

<i>oblegid</i>	-	-	-	-	-	-	because
<i>ochen.aid-eidiau</i> , f.	-	-	-	-	-	-	sigh-s
<i>oddiar</i>	-	-	-	-	-	-	since
<i>oer</i> , <i>oerfel</i>	-	-	-	-	-	-	cold
<i>oherwydd</i>	-	-	-	-	-	-	because
<i>(yn) ol</i>	-	-	-	-	-	-	back
<i>ol-ion</i> , m.	-	-	-	-	-	-	sign-s, remnant-s
<i>oll</i>	-	-	-	-	-	-	all
<i>ond</i>	-	-	-	-	-	-	but
<i>oni</i>	-	-	-	-	-	-	can't, is'n't
<i>onide</i>	-	-	-	-	-	-	or else

P

NOTE.—Words commencing radically with *P* are sometimes inflected so as to commence with *B*, *Mh*, or *Ph*, as *pen*, *ben*, *mhen*, *phen* (head).

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

<i>paen-od</i> , m.	-	-	-	-	-	-	peacock-s
<i>palas-au</i> , m.	-	-	-	-	-	-	palace-s
<i>pant-au</i> , m.	-	-	-	-	-	-	hollow
<i>peidi.o</i> (<i>af</i> , <i>ant</i> , <i>wch</i>)	-	-	-	-	-	-	to leave off
<i>peirian</i> , <i>peirianau</i> , m.	-	-	-	-	-	-	engine-s
<i>pelydr-au</i> , m.	-	-	-	-	-	-	rays
<i>Penfro</i>	-	-	-	-	-	-	Pembroke
<i>pentref-i</i> , m.	-	-	-	-	-	-	village-s
<i>perthynas-au</i> , m.	-	-	-	-	-	-	relation-s
<i>plerer-au</i> , m.	-	-	-	-	-	-	pleasure-s
<i>plisgyn</i> , <i>plisg</i> , m.	-	-	-	-	-	-	shell-s
<i>pluen</i> , <i>plu</i> , f.	-	-	-	-	-	-	feather-s
<i>pobl-oedd</i>	-	-	-	-	-	-	people-s

P--*continued.*

<i>poen.i</i> (<i>af, ant, wch</i>)	.	.	.	.	.	to pain
<i>posibl</i>	.	.	.	.	.	possible
<i>presenol</i>	.	.	.	.	.	present
<i>pryd-iau</i>	.	.	.	.	.	time-s, meal-s
<i>pryder.u</i> (<i>af, ant, wch</i>)	.	.	.	.	.	to be anxious
<i>pump</i>	.	.	.	.	.	five
<i>pw-y</i>	.	.	.	.	.	who
<i>pw-y bynag</i>	.	.	.	.	.	whoever

Ph

NOTE.—Hardly any Welsh words commence radically with *Ph*. Such words as commence with *Ph* are mostly inflected from the radical *P*, as *pen*, *PHEN* (head).

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

R

NOTE.—Words commencing radically with *Rh* are sometimes inflected so as to commence with *R*, as *RHAN*, *RAN* (share).

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

Rh

NOTE.—Words commencing radically with *Rh* are sometimes inflected so as to commence with *R*, as *RHAN*, *RAN* (share).

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

<i>rhagor</i>	.	.	.	.	.	more
<i>rhwyd-au</i> , f.	.	.	.	.	.	net-s
<i>rhydd</i>	.	.	.	.	.	free, loose
<i>rhyddid</i> , m.	.	.	.	.	.	freedom

S

NOTE.—Words commencing with *S* undergo no initial change.

<i>Saesneg</i> , f.	.	.	.	.	.	English (language)
<i>sefyllfa-oedd</i> , f.	.	.	.	.	.	position-s
<i>sir-oedd</i> , f.	.	.	.	.	.	shire-s
<i>sicr</i> , <i>siwr</i>	.	.	.	.	.	sure, certain
<i>son</i>	.	.	.	.	.	a report
<i>son</i> -(<i>iaf, iant, iwch</i>)	.	.	.	.	.	to mention
<i>sydd</i>	.	.	.	.	.	is
<i>syth.u</i> (<i>af, ant, wch</i>)	.	.	.	.	.	to freeze

T

NOTE.—Words commencing radically with *T* are sometimes inflected so as to commence with *D*, *Nh*, or *Th*, as *tad*, *dad*, *nhad*, *thad* (father)

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

<i>aif.u</i> -(af, ant, wch)	. . . . .	to throw
<i>tair-ar-ddeg</i> , f.	. . . . .	thirteen
<i>tanbaid</i> .	. . . . .	bright
<i>tan.wr</i> , -wyr, m.	. . . . .	fire man, -men
<i>tawel</i> .	. . . . .	quiet
<i>teitwng</i> .	. . . . .	worthy
<i>teulu-oedd</i> , m.	. . . . .	family-ies
<i>Tewdwr</i> .	. . . . .	Tudor
<i>teyrnas-oedd</i> , f.	. . . . .	kingdom-s
<i>tlawd</i> .	. . . . .	poor
<i>tlws</i> , m., <i>tlos</i> , f.	. . . . .	pretty, beautiful
<i>toriad</i> .	. . . . .	break
<i>torf-eydd</i> , f.	. . . . .	crowd-s
<i>traeth-au</i> , m.	. . . . .	shore-s
<i>trafferth-ion</i> , m.	. . . . .	trouble-s
<i>trai</i> , m.	. . . . .	ebb, tide
<i>tramor</i> .	. . . . .	foreign
<i>trei.o</i> -(af, ant, wch)	. . . . .	to try
<i>trigolion</i> , m.	. . . . .	inhabitants
<i>trin-iaeth</i> , f.	. . . . .	manage-ment, treat-
<i>tro-ion</i> , m.	. . . . .	turn-s [ment]
<i>troednoeth</i> .	. . . . .	barefooted
<i>truenus</i> .	. . . . .	miserable
<i>trwchus</i> .	. . . . .	thick
<i>trwm</i> .	. . . . .	heavy
<i>twill</i> , <i>tyllau</i> , m.	. . . . .	hole-s
<i>twyll.wr</i> -wyr, m.	. . . . .	deceiver-s
<i>twr</i> , <i>tyrau</i> , m.	. . . . .	tower-s
<i>Tyddewi</i> .	. . . . .	St. David's
<i>tymher</i> , f.	. . . . .	temper
<i>tyn-ach</i> .	. . . . .	tight-er
<i>tyrja-oedd</i> , f.	. . . . .	crowd-s
<i>tywallyt</i> -(af, ant, wch)	. . . . .	to pour
<i>tywodyn</i> , <i>tywod</i> , m.	. . . . .	sand-s
<i>tywyll</i> , m., <i>tywell</i> , f.	. . . . .	dark
<i>tywysog-ion</i> , m:	. . . . .	prince-s
<i>tywysoges-au</i> , f.	. . . . .	princess-es

Th

NOTE.—No Welsh word commences radically with *Th*. Such words as commence with *Th* are inflected from the radical *T*, as *rad*, *rhad* (father).

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

U

NOTE.—Words commencing radically with *U* sometimes have the *H* prefixed, as *ugain*, *hugain* (twenty).

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

<i>uchel</i>	-	-	-	-	-	-	-	high
(<i>yr</i>) <i>un</i>	.	.	.	.	.	.	.	the same
<i>uwch-ben</i>	.	.	.	.	.	.	.	over-head, above

W

NOTE.—Words commencing radically with *Gw*, drop the *G* under certain conditions, leaving the *W* as the initial letter, as *gwaith*, *waith* (work).

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

Though, as a rule, only the Radical forms of words are given in the Vocabulary, it has been deemed advisable to retain a few of the inflected forms under *W* which are in more common use, as *wedi* (after), from *gwedi*, &c.

<i>wedi</i>	-	-	-	-	-	-	-	had, after
(<i>yn</i>) <i>wir</i>	-	-	-	-	-	-	-	indeed
<i>wy-au</i> , m. or f.	-	-	-	-	-	-	-	egg-s

Y

NOTE.—Words commencing radically with *Y* sometimes have the *H* prefixed, as *ychain* *hychain* (oxen).

For Rules for these see the Introductory Chapter on the Mutation of Consonants, Stage I.

The Radical forms only are given in the Vocabulary.

<i>ymagor</i>	-	-	-	-	-	-	-	to open itself
<i>ymun.o</i> -(<i>af</i> , <i>ant</i> , <i>wch</i>)	-	-	-	-	-	-	-	to join
<i>ymtwisg.o</i> -(<i>af</i> , <i>ant</i> , <i>wch</i>)	-	-	-	-	-	-	-	to dress himself or
<i>yntau</i>	-	-	-	-	-	-	-	him [herself]
<i>yn nghyd</i>	-	-	-	-	-	-	-	together
<i>yn nghylch</i>	-	-	-	-	-	-	-	about
<i>ysgol-ion</i> , f.	-	-	-	-	-	-	-	ladder-s
<i>ysgol-ion</i> , f.	-	-	-	-	-	-	-	school-s
<i>ysgwyddl-au</i> , f.	-	-	-	-	-	-	-	shoulder-s
<i>ystryd-oedd</i> , f.	-	-	-	-	-	-	-	street-s
<i>ystorm-yod</i> , f.	-	-	-	-	-	-	-	storm-s

X

